

**Department of Education
Arizona Career Resource Network**

Real Times, Real Life

Adult Education

Links to Standards

Arizona Academic Standards

Reading (1999)
Writing (1999)
Mathematics (1999)
Science (1999)
Social Studies (1999)
Technology (2005)

National Career Development Guidelines (2005)

American School Counselor Association Standards

Employability Skills--SCANS



Arizona Department of Education
Arizona Career Resource Network (AzCRN)

2006

For more information, contact:

Susan Mellegard
Counseling/Career Development Specialist & AzCRN Director
AZ Department of Education, CTE
1535 W. Jefferson St., Bin #42
Phoenix, Arizona 85007
602-542-5353
602-542-1849 (Fax)
smelleg@ade.az.gov

Prepared by:
Lyn Mowafy, PhD
Virtual Habitats
(480) 892-3580
(480) 632-2734 (Fax)
mowafy@virtualhabitats.com

REAL TIMES, REAL LIFE: UNIT I, SESSION 1

Unit One: A Journey Through the Twentieth-Century World of Work

Session One: The Changing Work World

Summary: Participants are introduced to the *Real Times, Real Life* program. Participants begin their group exploration of the changing work world. This will create a positive group dynamic that will build throughout the program.

ARIZONA ACADEMIC STANDARDS*

Science:

Standard: The adult learner applies methods of science and technology toward the advancement of personal and community well being.

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present, and future (Science and Technology – Past, Present and Future)

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology and anthropology to personal and community situations

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator C: Demonstrates use of geographic tools to locate and analyze information about people, places, and environments

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator D: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials

ASE II (High Adult Secondary Education)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.K 4 Identify your work values/needs.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.K 7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.K1 1 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.
- PS2.A1 1 Explain how the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.
- PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.
- PS3.K 6 Recognize the importance of adaptability and flexibility when initiating or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 2 Recognize that you must balance life roles and that there are many ways to do it.
- PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.

PS4.K 4 Recognize that your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.K 6 Describe how personal attitudes and behaviors can impact educational achievement and performance.

ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.

ED2.K 5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).

ED2.K 6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A 5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.K 4 Identify alternative options and potential consequences for a specific decision.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.K 6 Describe how education, work, and family experiences might impact your decisions.

CM2.K 8 Recognize that chance can play a role in decision-making.

CM2.K 9 Recognize that decision-making often involves compromise.

CM2.A 9 Give examples of compromises you might have to make in career decision-making.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 2 Recognize that career information includes occupational, education and

training, employment, and economic information and that there is a range of career information resources available.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.K 4 Recognize that many skills are transferable from one occupation to another.

CM4.K 5 Recognize that your geographic mobility impacts on your employability.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 1 Identify societal needs that affect your career plans.

CM5.K 2 Identify economic conditions that affect your career plans.

CM5.K 3 Identify employment trends that affect your career plans.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Improve academic self-concept

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop career awareness

Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

Standard C: Students will understand safety and survival skills.

Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Seeing Things in the Mind's Eye

Personal Qualities:

- Self-Esteem
- Sociability

FIVE COMPETENCIES

Information:

- Acquires and Evaluates Information

Systems:

- Understands Systems

REAL TIMES, REAL LIFE: UNIT I, SESSION 2

Unit One: A Journey Through the Twentieth-Century World of Work

Session Two: The Changing Work World...1900-1930

Summary: Summary: Participants explore the changing world of work and its driving forces by taking a simulated journey through the first part of the twentieth-century—1900-1930.

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Applies reading skills to functional and informational text

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

ASE II (High Adult Secondary Education)

Science:

Standard: The adult learner applies methods of science and technology toward the advancement of personal and community well being.

Indicator A: Understands and uses the processes of scientific investigation and scientific ways of knowing. Able to design, conduct, describe, and evaluate these investigations. Understands and applies concepts that unify scientific disciplines (Science as Inquiry)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present, and future (Science and Technology – Past, Present and Future)

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator C: Demonstrates use of geographic tools to locate and analyze information about people, places, and environments

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator D: Demonstrates and applies the basic tools of historical research,

including chronology and how to collect, interpret, and employ information from historical materials

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator E: Recognizes key historical places, events, documents, cultures, and persons in world, United States, and Arizona history; analyzes their significant patterns, themes, ideas, and interrelationships

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

ABE III (High Intermediate Basic Education)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.K 1 Identify effective communication skills.
- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.K1 1 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.A 3 Give examples of how your personal motivations and aspirations have changed with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.
- PS3.A 4 Give examples of external events that have caused life changes for you.
- PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.
- PS3.K 6 Recognize the importance of adaptability and flexibility when initiating or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure,

- community, learner, family, and work roles).
- PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
 - PS4.R 1 Assess the impact of your life roles on career goals.
 - PS4.K 2 Recognize that you must balance life roles and that there are many ways to do it.
 - PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
 - PS4.K 4 Recognize that your life roles and your lifestyle are connected.
 - PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.K 2 Identify strategies for improving educational achievement and performance.
- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.K 6 Describe how personal attitudes and behaviors can impact educational achievement and performance.
- ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.
- ED1.A 7 Show how your educational achievement and performance can expand your workplace options.
- ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
- ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
- ED2.A 1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
- ED2.R 1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.
- ED2.A 3 Demonstrate that you are an independent learner.
- ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.
- ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

- CM1.K 1 Recognize that career planning to attain your career goals is a lifelong

process.

CM1.R 3 Re-examine your career goals and adjust as needed.

CM1.K 4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A 5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.K 4 Identify alternative options and potential consequences for a specific decision.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.K 6 Describe how education, work, and family experiences might impact your decisions.

CM2.K 8 Recognize that chance can play a role in decision-making.

CM2.K 9 Recognize that decision-making often involves compromise.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.K 4 Identify several ways to classify occupations.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

- CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.R 3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.K 4 Recognize that many skills are transferable from one occupation to another.
- CM4.A 4 Show how your skills are transferable from one occupation to another.
- CM4.K 5 Recognize that your geographic mobility impacts on your employability.
- CM4.A 5 Make decisions for yourself regarding geographic mobility.
- Goal CM5:** Integrate changing employment trends, societal needs, and economic conditions into your career plans.
- CM5.K 1 Identify societal needs that affect your career plans.
- CM5.A 1 Show how you are prepared to respond to changing societal needs in your career management.
- CM5.K 2 Identify economic conditions that affect your career plans.
- CM5.A 2 Show how you are prepared to respond to changing economic conditions in your career management.
- CM5.K 3 Identify employment trends that affect your career plans.
- CM5.A 3 Show how you are prepared to respond to changing employment trends in your career management.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept

- Acquire skills for improving learning

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness

- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge

- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability

FIVE COMPETENCIES

Resources:

- Time
- Material and Facilities
- Human Resources

Interpersonal:

- Participates as Member of a Team
- Exercises Leadership
- Works With Diversity

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:

- Understands Systems

REAL TIMES, REAL LIFE: UNIT I, SESSION 3

Unit One: A Journey Through the Twentieth-Century World of Work

Session Three: The Changing Work World...1930-1950

Summary: Summary: Participants continue their simulated journey through the changing world of work and further explore the driving forces behind the changes—1930-1950.

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Applies reading skills to functional and informational text

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

ASE II (High Adult Secondary Education)

Science:

Standard: The adult learner applies methods of science and technology toward the advancement of personal and community well being.

Indicator A: Understands and uses the processes of scientific investigation and scientific ways of knowing. Able to design, conduct, describe, and evaluate these investigations. Understands and applies concepts that unify scientific disciplines (Science as Inquiry)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present, and future (Science and Technology – Past, Present and Future)

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator C: Demonstrates use of geographic tools to locate and analyze information about people, places, and environments

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator D: Demonstrates and applies the basic tools of historical research,

including chronology and how to collect, interpret, and employ information from historical materials

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator E: Recognizes key historical places, events, documents, cultures, and persons in world, United States, and Arizona history; analyzes their significant patterns, themes, ideas, and interrelationships

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

ABE III (High Intermediate Basic Education)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.K 1 Identify effective communication skills.
- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.K 11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.A 3 Give examples of how your personal motivations and aspirations have changed with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.
- PS3.A 4 Give examples of external events that have caused life changes for you.
- PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.
- PS3.K 6 Recognize the importance of adaptability and flexibility when initiating

or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
- PS4.R 1 Assess the impact of your life roles on career goals.
- PS4.K 2 Recognize that you must balance life roles and that there are many ways to do it.
- PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.
- PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.K 2 Identify strategies for improving educational achievement and performance.
- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.K 6 Describe how personal attitudes and behaviors can impact educational achievement and performance.
- ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.
- ED1.A 7 Show how your educational achievement and performance can expand your workplace options.
- ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
- ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
- ED2.A 1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
- ED2.R 1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.
- ED2.A 3 Demonstrate that you are an independent learner.
- ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.
- ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.

CM1.R 3 Re-examine your career goals and adjust as needed.

CM1.K 4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A 5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.K 4 Identify alternative options and potential consequences for a specific decision.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.K 6 Describe how education, work, and family experiences might impact your decisions.

CM2.K 8 Recognize that chance can play a role in decision-making.

CM2.K 9 Recognize that decision-making often involves compromise.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.K 4 Identify several ways to classify occupations.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 3 Recognize that a variety of general employability skills and personal

- qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
- CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.R 3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.K 4 Recognize that many skills are transferable from one occupation to another.
- CM4.A 4 Show how your skills are transferable from one occupation to another.
- CM4.K 5 Recognize that your geographic mobility impacts on your employability.
- CM4.A 5 Make decisions for yourself regarding geographic mobility.
- Goal CM5:** Integrate changing employment trends, societal needs, and economic conditions into your career plans.
- CM5.K 1 Identify societal needs that affect your career plans.
- CM5.A 1 Show how you are prepared to respond to changing societal needs in your career management.
- CM5.K 2 Identify economic conditions that affect your career plans.
- CM5.A 2 Show how you are prepared to respond to changing economic conditions in your career management.
- CM5.K 3 Identify employment trends that affect your career plans.
- CM5.A 3 Show how you are prepared to respond to changing employment trends in your career management.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept

- Acquire skills for improving learning

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness

- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge

- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability

FIVE COMPETENCIES

Resources:

- Time
- Material and Facilities
- Human Resources

Interpersonal:

- Participates as Member of a Team
- Exercises Leadership
- Works With Diversity

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:

- Understands Systems

REAL TIMES, REAL LIFE: UNIT I, SESSION 4

Unit One: A Journey Through the Twentieth-Century World of Work

Session Four: The Changing Work World...1950-2000

Summary: Summary: Participants complete their exploration of the twentieth-century work world by continuing their simulated journey through the years 1950-2000 and coming face-to-face with many of the key forces affecting our contemporary job market and economy

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

ABE III (High Intermediate Basic Education)
ASE I/GED (Low Adult Secondary Education)
ASE II (High Adult Secondary Education)

Indicator B: Applies reading skills to functional and informational text

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
ABE I (Beginning Basic Education)
ABE II (Low Intermediate Basic Education)
ABE III (High Intermediate Basic Education)
ASE I/GED (Low Adult Secondary Education)
ASE II (High Adult Secondary Education)

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
ABE I (Beginning Basic Education)
ABE II (Low Intermediate Basic Education)
ABE III (High Intermediate Basic Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

ASE I/GED (Low Adult Secondary Education)
ASE II (High Adult Secondary Education)

Science:

Standard: The adult learner applies methods of science and technology toward the advancement of personal and community well being.

Indicator A: Understands and uses the processes of scientific investigation and scientific ways of knowing. Able to design, conduct, describe, and evaluate these investigations. Understands and applies concepts that unify scientific disciplines (Science as Inquiry)

ABE II (Low Intermediate Basic Education)
ABE III (High Intermediate Basic Education)
ASE I/GED (Low Adult Secondary Education)
ASE II (High Adult Secondary Education)

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present, and future (Science and Technology – Past, Present and Future)

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
ABE I (Beginning Basic Education)
ABE II (Low Intermediate Basic Education)
ABE III (High Intermediate Basic Education)
ASE I/GED (Low Adult Secondary Education)
ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
ABE I (Beginning Basic Education)
ABE II (Low Intermediate Basic Education)
ABE III (High Intermediate Basic Education)

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
ABE I (Beginning Basic Education)
ABE II (Low Intermediate Basic Education)
ABE III (High Intermediate Basic Education)
ASE I/GED (Low Adult Secondary Education)
ASE II (High Adult Secondary Education)

Indicator C: Demonstrates use of geographic tools to locate and analyze information about people, places, and environments

ABE III (High Intermediate Basic Education)
ASE I/GED (Low Adult Secondary Education)
ASE II (High Adult Secondary Education)

Indicator D: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator E: Recognizes key historical places, events, documents, cultures, and persons in world, United States, and Arizona history; analyzes their significant patterns, themes, ideas, and interrelationships

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

ABE III (High Intermediate Basic Education)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.K 1 Identify effective communication skills.
- PS2.A 1 Demonstrate effective communication skills.
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.K1 1 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.A 3 Give examples of how your personal motivations and aspirations have changed with time and circumstances.
- PS3.K 4 Recognize that external events often cause life changes.
- PS3.A 4 Give examples of external events that have caused life changes for you.
- PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.
- PS3.K 6 Recognize the importance of adaptability and flexibility when initiating or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure,

- community, learner, family, and work roles).
- PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
 - PS4.R 1 Assess the impact of your life roles on career goals.
 - PS4.K 2 Recognize that you must balance life roles and that there are many ways to do it.
 - PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
 - PS4.K 4 Recognize that your life roles and your lifestyle are connected.
 - PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.K 2 Identify strategies for improving educational achievement and performance.
- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.K 6 Describe how personal attitudes and behaviors can impact educational achievement and performance.
- ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.
- ED1.A 7 Show how your educational achievement and performance can expand your workplace options.
- ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
- ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
- ED2.A 1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
- ED2.R 1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.
- ED2.A 3 Demonstrate that you are an independent learner.
- ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.
- ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

- CM1.K 1 Recognize that career planning to attain your career goals is a lifelong

process.

CM1.R 3 Re-examine your career goals and adjust as needed.

CM1.K 4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A 5 Give examples of how changes in you and the world of work have caused you to

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.K 4 Identify alternative options and potential consequences for a specific decision.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.K 6 Describe how education, work, and family experiences might impact your decisions.

CM2.K 8 Recognize that chance can play a role in decision-making.

CM2.K 9 Recognize that decision-making often involves compromise.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.K 4 Identify several ways to classify occupations.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

- CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.R 3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.K 4 Recognize that many skills are transferable from one occupation to another.
- CM4.A 4 Show how your skills are transferable from one occupation to another.
- CM4.K 5 Recognize that your geographic mobility impacts on your employability.
- CM4.A 5 Make decisions for yourself regarding geographic mobility.
- Goal CM5:** Integrate changing employment trends, societal needs, and economic conditions into your career plans.
- CM5.K 1 Identify societal needs that affect your career plans.
- CM5.A 1 Show how you are prepared to respond to changing societal needs in your career management.
- CM5.K 2 Identify economic conditions that affect your career plans.
- CM5.A 2 Show how you are prepared to respond to changing economic conditions in your career management.
- CM5.K 3 Identify employment trends that affect your career plans.
- CM5.A 3 Show how you are prepared to respond to changing employment trends in your career management.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept

- Acquire skills for improving learning

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness

- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge

- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability

FIVE COMPETENCIES

Resources:

- Time
- Material and Facilities
- Human Resources

Interpersonal:

- Participates as Member of a Team
- Exercises Leadership
- Works With Diversity

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:

- Understands Systems

REAL TIMES, REAL LIFE: UNIT I, SESSION 5

Unit One: A Journey Through the Twentieth-Century World of Work

Session Five: Taking Stock

Summary: Participants review and analyze their characters' journey through the twentieth-century work world. Participants complete an exercise which asks them what is the one thing their characters would add to their lives if they could. Participants explore key socio-historical factors from 1965-2000 and the effects they might have had on their characters' lives.

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Applies reading skills to functional and informational text

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Science:

Standard: The adult learner applies methods of science and technology toward the advancement of personal and community well being.

Indicator A: Understands and uses the processes of scientific investigation and scientific ways of knowing. Able to design, conduct, describe, and evaluate these investigations. Understands and applies concepts that unify scientific disciplines (Science as Inquiry)

ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present, and future (Science and Technology – Past, Present and Future)

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Indicator C: Demonstrates use of geographic tools to locate and analyze information about people, places, and environments

ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator D: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator E: Recognizes key historical places, events, documents, cultures, and persons in world, United States, and Arizona history; analyzes their significant patterns, themes, ideas, and interrelationships

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

ABE III (High Intermediate Basic Education)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.K 2 Identify your abilities, strengths, skills, and talents.
- PS1.K 3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.K 4 Identify your work values/needs.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.K 9 Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A 1 Demonstrate effective communication skills.
- PS2.R 1 Evaluate your use of effective communication skills.
- PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.K 3 Identify positive social skills (e.g., good manners and showing gratitude).
- PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.R 3 Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others.
- PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A 8 Demonstrate that you accept responsibility for your behavior.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K 4 Recognize that external events often cause life changes.
- PS3.K 6 Recognize the importance of adaptability and flexibility when initiating or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.K 4 Recognize that your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance

to the attainment of personal and career goals.

ED1.R 1 Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 2 Identify strategies for improving educational achievement and performance.

ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.R 6 Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.

CM1.R 3 Re-examine your career goals and adjust as needed.

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.K 4 Identify alternative options and potential consequences for a specific decision.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.K 6 Describe how education, work, and family experiences might impact your decisions.

CM2.K 8 Recognize that chance can play a role in decision-making.

CM2.K 9 Recognize that decision-making often involves compromise.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 3 Recognize that a variety of general employability skills and personal

	qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
CM4.A 3	Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
CM4.R 3	Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
CM4.K 4	Recognize that many skills are transferable from one occupation to another.
Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.	
CM5.K 1	Identify societal needs that affect your career plans.
CM5.K 3	Identify employment trends that affect your career plans.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept

- Acquire skills for improving learning

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness

- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge

- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Seeing Things in the Mind's Eye

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability

FIVE COMPETENCIES

Resources:

- Time
- Material and Facilities
- Human Resources

Interpersonal:

- Participates as Member of a Team
- Exercises Leadership
- Works With Diversity

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:

- Understands Systems

REAL TIMES, REAL LIFE: UNIT II, SESSION 1

Unit Two: Exploring Modern Times

Session One: The Modern Work World

Summary: Participants are introduced to the individual jobs they will assume and explore during Unit Two. They also explore the relationship between income and lifestyle and between choices and necessities in their assigned job roles, as determined by their monthly income. They balance their budgets and experience good and bad effects of their financial decisions.

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Applies reading skills to functional and informational text

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Writing:

Standard: The adult learner uses written language to communicate in a variety of situations.

Indicator B: Applies the writing process to complete a variety of writing tasks

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator E: Uses both inductive and deductive reasoning in making conjectures and testing the validity of arguments

ASE II (High Adult Secondary Education)

Science:

Standard: The adult learner applies methods of science and technology toward the advancement of personal and community well being.

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present, and future (Science and Technology – Past, Present and Future)

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education) ASE II (High Adult Secondary Education)
--

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.

PS1.A4 Demonstrate behavior and decisions that reflect your work values/needs.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.A1 Demonstrate effective communication skills.

PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.A8 Demonstrate that you accept responsibility for your behavior.

PS2.A9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.A1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.K2 Recognize that you must balance life roles and that there are many ways to do it.

PS4.K3 Describe the concept of lifestyle.

PS4.A3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.

PS4.K4 Recognize that your life roles and your lifestyle are connected.

PS4.A4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.A3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A3 Demonstrate that you are an independent learner.

- ED2.K6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).
 ED2.A7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

- CM2.A2 Demonstrate the use of a decision-making model.
 CM2.K4 Identify alternative options and potential consequences for a specific decision.
 CM2.A4 Show how exploring options affected a decision you made.
 CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
 CM2.A5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
 CM2.K8 Recognize that chance can play a role in decision-making.
 CM2.K9 Recognize that decision-making often involves compromise.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

- CM3.K2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.
 CM3.K4 Identify several ways to classify occupations.
 CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.
 CM3.A5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

- CM4.K1 Describe academic, occupational, and general employability skills.
 CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
 CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
 CM4.K4 Recognize that many skills are transferable from one occupation to another.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Improve learning
- Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness
- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals
- Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Arithmetic/Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:

- Time
- Money
- Material and Facilities
- Human Resources

Interpersonal:

- Participates as Member of a Team
- Negotiates
- Works With Diversity

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:

- Understands Systems

REAL TIMES, REAL LIFE: UNIT II, SESSION 2

Unit Two: Exploring Modern Times

Session Two: Quality of Life—Leisure Time

Summary: Participants budget how they spend the hours in a typical week and make choices about leisure-time activities. Participants learn about the relationship between working life and leisure time—and how it relates to earnings, occupation, personal preference, and education. They divide their time among the activities that must be done and the ones they want to do, choosing from the many options and/or creating their own.

ARIZONA ACADEMIC STANDARDS*

Writing:

Standard: The adult learner uses written language to communicate in a variety of situations.

Indicator B: Applies the writing process to complete a variety of writing tasks

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator E: Uses both inductive and deductive reasoning in making conjectures and testing the validity of arguments

ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.

PS1.A4 Demonstrate behavior and decisions that reflect your work values/needs.

PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.A1 Demonstrate effective communication skills.

PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.K8 Recognize that you should accept responsibility for your behavior.

PS2.A8 Demonstrate that you accept responsibility for your behavior.

PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

PS2.A9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.A1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.K2 Recognize that you must balance life roles and that there are many ways to do it.

PS4.A2 Show how you are balancing your life roles.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.A1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.

ED1.A3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K3 Recognize the importance of being an independent learner and taking responsibility for your learning.

ED2.A3 Demonstrate that you are an independent learner.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A2 Demonstrate the use of a decision-making model.

CM2.A3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.R6 Assess the impact of your education, work, and family experiences on decisions.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

CAREER DEVELOPMENT:

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

Standard C: Students will understand safety and survival skills.

Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Arithmetic/Mathematics
- Listening

Thinking Skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:

- Time
- Money
- Material and Facilities
- Human Resources

Interpersonal:

- Participates as Member of a Team
- Negotiates
- Works With Diversity

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:

- Understands Systems

REAL TIMES, REAL LIFE: UNIT II, SESSION 3

Unit Two: Exploring Modern Times

Session Three: Fair Play—Fair Pay...or Is It?

Summary: Participants complete written and/or discussion exercises that explore attitudes and preconceptions about gender stereotypes

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator B: Applies reading skills to functional and informational text
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)
 Indicator E: Uses both inductive and deductive reasoning in making conjectures and testing the validity of arguments
 ASE II (High Adult Secondary Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.

PS1.A4 Demonstrate behavior and decisions that reflect your work values/needs.

PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes.

PS1.A8 Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.A1 Demonstrate effective communication skills.

PS2.K2 Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.K8 Recognize that you should accept responsibility for your behavior.

PS2.A8 Demonstrate that you accept responsibility for your behavior.

PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

PS2.A9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

PS2.K10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.A10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.K11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K6 Recognize the importance of adaptability and flexibility when initiating or responding to change.

PS3.A6 Demonstrate adaptability and flexibility when initiating or responding to change.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your

personal and career goals.

ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.A3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.K6 Describe how personal attitudes and behaviors can impact educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K3 Recognize the importance of being an independent learner and taking responsibility for your learning.

ED2.A3 Demonstrate that you are an independent learner.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A2 Demonstrate the use of a decision-making model.

CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.K7 Describe how biases and stereotypes can limit decisions.

CM2.A7 Give specific examples of how biases and stereotypes affected your decisions.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

CM3.R5 Assess your openness to considering non-traditional occupations in your career management.

CM3.K6 Identify the advantages and disadvantages of being employed in a non-traditional occupation.

CM3.A6 Make decisions for yourself about being employed in a non-traditional occupation.

CM3.R6 Assess the impact of your decisions about being employed in a non-traditional occupation.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K1 Identify societal needs that affect your career plans.

CM5.K3 Identify employment trends that affect your career plans.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Improve academic self-concept

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop career awareness

Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

Standard C: Students will understand safety and survival skills.

Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Listening
- Speaking

Thinking Skills:

- Seeing Things in the Mind's Eye
- Reasoning

Personal Qualities:

- Self-Esteem
- Sociability
- Integrity/Honesty

FIVE COMPETENCIES

Resources:

- Human Resources

Interpersonal:

- Participates as Member of a Team
- Works With Diversity

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:

- Understands Systems

REAL TIMES, REAL LIFE: UNIT II, SESSION 4

Unit Two: Exploring Modern Times

Session Four: Job Aspects

Summary: Participants complete exercises and make comparisons that help them determine what they like and don't like about their jobs

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator B: Applies reading skills to functional and informational text
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.K1 Identify your interests, likes, and dislikes.

PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.

PS1.K4 Identify your work values/needs.

PS1.A4 Demonstrate behavior and decisions that reflect your work values/needs.

PS1.R4 Assess how your work values/needs are reflected in your career goals.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.A1 Demonstrate effective communication skills.

PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.K8 Recognize that you should accept responsibility for your behavior.

PS2.A8 Demonstrate that you accept responsibility for your behavior.

PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

PS2.A9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

PS2.A10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K3 Recognize that your motivations and aspirations are likely to change with time and circumstances.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K2 Recognize that you must balance life roles and that there are many ways to do it.

PS4.A2 Show how you are balancing your life roles.

PS4.R2 Analyze how specific life role changes would affect the attainment of your career goals.

PS4.K4 Recognize that your life roles and your lifestyle are connected.

PS4.A4 Show how your life roles and your lifestyle are connected.

PS4.R4 Assess how changes in your life roles would affect your lifestyle.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your

personal and career goals.

ED1.A1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.

ED1.A3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K3 Recognize the importance of being an independent learner and taking responsibility for your learning.

ED2.A3 Demonstrate that you are an independent learner.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A2 Demonstrate the use of a decision-making model.

CM2.A3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.R5 Evaluate the affect of personal priorities, culture, beliefs, and work values in your decision-making.

CM2.K6 Describe how education, work, and family experiences might impact your decisions.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

K – Knowledge Application A – Application R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop career awareness

Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

Standard C: Students will understand safety and survival skills

Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

Reading
Listening

Thinking Skills:

Decision Making
Seeing Things in the Mind's Eye
Reasoning

Personal Qualities:

Self-Esteem

FIVE COMPETENCIES

Information:

Acquires and Evaluates Information
Organizes and Maintains Information

REAL TIMES, REAL LIFE: UNIT II, SESSION 5

Unit Two: Exploring Modern Times

Session Five: The Pink Slip

Summary: Participants lose their jobs. They explore the reasons for their job loss and their options for dealing with it.

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Applies reading skills to functional and informational text

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

ASE II (High Adult Secondary Education)
 Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)
 Indicator E: Uses both inductive and deductive reasoning in making conjectures and testing the validity of arguments
 ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.

PS1.A4 Demonstrate behavior and decisions that reflect your work values/needs.

PS1.K7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.

PS1.A7 Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.A1 Demonstrate effective communication skills.

PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.A5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.

PS2.K7 Identify sources of outside pressure that affect you.

PS2.A7 Demonstrate the ability to handle outside pressure on you.

PS2.R7 Analyze the impact of outside pressure on your behavior.

PS2.A8 Demonstrate that you accept responsibility for your behavior.

PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

PS2.A9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

PS2.K10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.K11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.

PS3.K3 Recognize that your motivations and aspirations are likely to change with time and circumstances.

PS3.K4 Recognize that external events often cause life changes.

PS3.A4 Give examples of external events that have caused life changes for you.

PS3.R4 Assess your strategies for managing life changes caused by external events.

PS3.K5 Identify situations (e.g., problems at school or work) in which you might

need assistance from people or other resources.

PS3.K6 Recognize the importance of adaptability and flexibility when initiating or responding to change.

PS3.A6 Demonstrate adaptability and flexibility when initiating or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.A1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.K2 Recognize that you must balance life roles and that there are many ways to do it.

PS4.A3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.

PS4.K4 Recognize that your life roles and your lifestyle are connected.

PS4.A4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.A3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options.

ED1.A7 Show how your educational achievement and performance can expand your workplace options.

ED1.R7 Assess how well your educational achievement and performance will transfer to the workplace.

ED1.K8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.

ED2.A1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.

ED2.A3 Demonstrate that you are an independent learner.

ED2.K6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

ED2.R6 Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and

changing economy.

ED2.K7 Describe informal learning experiences that contribute to lifelong learning.

ED2.A7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K1 Recognize that career planning to attain your career goals is a lifelong process.

CM1.K2 Describe how to develop a career plan (e.g., steps and content).

CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.A3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.R3 Re-examine your career goals and adjust as needed.

CM1.K5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

CM1.R5 Evaluate how well you integrate changes in you and the world of work into your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A2 Demonstrate the use of a decision-making model.

CM2.A3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.K4 Identify alternative options and potential consequences for a specific decision.

CM2.A4 Show how exploring options affected a decision you made.

CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.K6 Describe how education, work, and family experiences might impact your decisions.

CM2.K8 Recognize that chance can play a role in decision-making.

CM2.K9 Recognize that decision-making often involves compromise.

CM2.A9 Give examples of compromises you might have to make in career decision-making.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K1 Describe the importance of career information to your career planning.

CM3.K2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to

support career planning.

CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

CM3.A6 Make decisions for yourself about being employed in a non-traditional occupation.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K1 Describe academic, occupational, and general employability skills.

CM4.A1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.R3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K4 Recognize that many skills are transferable from one occupation to another.

CM4.A4 Show how your skills are transferable from one occupation to another.

CM4.R4 Analyze the impact of your transferable skills on your career options.

CM4.K5 Recognize that your geographic mobility impacts on your employability.

CM4.A5 Make decisions for yourself regarding geographic mobility.

CM4.A7 Demonstrate skills that show how you can market yourself in the workplace.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K1 Identify societal needs that affect your career plans.

CM5.A1 Show how you are prepared to respond to changing societal needs in your career management.

CM5.R1 Evaluate the results of your career management relative to changing societal needs.

CM5.K2 Identify economic conditions that affect your career plans.

CM5.A2 Show how you are prepared to respond to changing economic conditions in your career management.

<p>CM5.R2 Evaluate the results of your career management relative to changing economic conditions.</p> <p>CM5.K3 Identify employment trends that affect your career plans.</p> <p>CM5.A3 Show how you are prepared to respond to changing employment trends in your career management.</p> <p>CM5.R3 Evaluate the results of your career management relative to changes in employment trends.</p>

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop career awareness

Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

Standard C: Students will understand safety and survival skills.

Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Arithmetic/Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Seeing Things in the Mind's Eye
- Reasoning

Personal Qualities:

- Self-Esteem

FIVE COMPETENCIES

Resources:

- Human Resources

Interpersonal:

- Participates as Member of a Team
- Works With Diversity

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:

- Understands Systems

REAL TIMES, REAL LIFE: UNIT II, SESSION 6

Unit Two: Exploring Modern Times

Session Six: New Work! New Jobs!

Summary: Participants explore the changing world of work and acquire new jobs.

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator B: Applies reading skills to functional and informational text
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Writing:

Standard: The adult learner uses written language to communicate in a variety of situations.

Indicator B: Applies the writing process to complete a variety of writing tasks
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator E: Uses both inductive and deductive reasoning in making conjectures

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

and testing the validity of arguments
ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.K2 Identify your abilities, strengths, skills, and talents.
- PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.K3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.A3 Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.K4 Identify your work values/needs.
- PS1.A4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A1 Demonstrate effective communication skills.
- PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
- PS2.K8 Recognize that you should accept responsibility for your behavior.
- PS2.A8 Demonstrate that you accept responsibility for your behavior.
- PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.A9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
- PS2.A10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.A3 Give examples of how your personal motivations and aspirations have changed with time and circumstances.
- PS3.R3 Assess how changes in your motivations and aspirations over time have affected your career development.
- PS3.K4 Recognize that external events often cause life changes.
- PS3.A4 Give examples of external events that have caused life changes for you.

- PS3.R4 Assess your strategies for managing life changes caused by external events.
- PS3.K5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.
- PS3.K6 Recognize the importance of adaptability and flexibility when initiating or responding to change.
- PS3.A6 Demonstrate adaptability and flexibility when initiating or responding to change.
- PS3.R6 Analyze how effectively you respond to change and/or initiate change.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.A1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
- ED1.A3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance.
- ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options.
- ED1.A7 Show how your educational achievement and performance can expand your workplace options.
- ED1.R7 Assess how well your educational achievement and performance will transfer to the workplace.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.K1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
- ED2.A1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
- ED2.K3 Recognize the importance of being an independent learner and taking responsibility for your learning.
- ED2.A3 Demonstrate that you are an independent learner.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

- CM1.K5 Recognize that changes in you and the world of work can affect your career plans.
- CM1.A5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

- CM2.A2 Demonstrate the use of a decision-making model.
- CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

Goal CM3: Use accurate, current, and unbiased career information during career

planning and management.

CM3.K2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.K2 Identify job seeking skills such as the ability to: write a résumé and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A2 Demonstrate the following job seeking skills: the ability to write a résumé and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K4 Recognize that many skills are transferable from one occupation to another.

CM4.A4 Show how your skills are transferable from one occupation to another.

CM4.R4 Analyze the impact of your transferable skills on your career options.

CM4.K5 Recognize that your geographic mobility impacts on your employability.

CM4.K6 Identify the advantages and challenges of self-employment.

CM4.K7 Identify ways to be proactive in marketing yourself for a job.

CM4.A7 Demonstrate skills that show how you can market yourself in the workplace.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K2 Identify economic conditions that affect your career plans.

CM5.K3 Identify employment trends that affect your career plans.

CM5.A3 Show how you are prepared to respond to changing employment trends in your career management.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Acquire skills for improving learning

Achieve school success

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop career awareness

Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

Standard C: Students will understand safety and survival skills.

Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Writing
- Listening
- Speaking

Thinking Skills:

- Decision Making
- Seeing Things in the Mind's Eye
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:

- Time
- Human Resources

Interpersonal:

- Participates as Member of a Team
- Negotiates
- Works With Diversity

Systems:

- Understands Systems

REAL TIMES, REAL LIFE: UNIT III, SESSION 1

Unit Three: Real Times, Real Life

Session One: Knowing My Skills

Summary: Each participant begins to build a self-portrait that consists of basic work skills and, sometimes, unacknowledged skills

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Applies reading skills to functional and informational text

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology and anthropology to personal and community situations

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.K2 Identify your abilities, strengths, skills, and talents.

PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.A1 Demonstrate effective communication skills.

PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.K10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.A10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.K4 Recognize that your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.A1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.

ED1.R1 Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.

ED1.K5 Describe the importance of having a plan to improve educational achievement and performance.

ED1.A5 Show that you have a plan to improve educational achievement and performance.

ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.A1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
- ED2.R1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.
- ED2.A3 Demonstrate that you are an independent learner.
- ED2.A7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

- CM1.K4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

- CM3.A1 Show how career information has been important in your plans and how it can be used in future plans.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

- CM4.K1 Describe academic, occupational, and general employability skills.
- CM4.A1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.
- CM4.R1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.
- CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
- CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.R3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.K4 Recognize that many skills are transferable from one occupation to another.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Improve academic self-concept

Acquire skills for improving learning

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

Reading

Thinking Skills:

Decision Making

Seeing Things in the Mind's Eye

Reasoning

Personal Qualities:

Responsibility

Self-Esteem

Self-Management

Integrity/Honesty

FIVE COMPETENCIES

Information:

Acquires and Evaluates Information

Organizes and Maintains Information

REAL TIMES, REAL LIFE: UNIT III, SESSION 2

Unit Three: Real Times, Real Life

Session Two: Knowing My Interests

Summary: Each participant begins to build a self-portrait that consists of basic work skills and, sometimes, unacknowledged skills

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator B: Applies reading skills to functional and informational text
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator E: Uses both inductive and deductive reasoning in making conjectures and testing the validity of arguments
 ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology and anthropology to personal and community situations
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.K1 Identify your interests, likes, and dislikes.

PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.R1 Assess how your interests and preferences are reflected in your career goals.

PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.A1 Demonstrate effective communication skills.

PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.A8 Demonstrate that you accept responsibility for your behavior.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.

PS3.K3 Recognize that your motivations and aspirations are likely to change with time and circumstances.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.K4 Recognize that your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K6 Describe how personal attitudes and behaviors can impact educational achievement and performance.

ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.R6 Assess how well your attitudes and behaviors promote educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A3 Demonstrate that you are an independent learner.

ED2.A7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.A4 Demonstrate career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

Goal CM2: Use a process of decision-making as one component of career development.

CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Improve academic self-concept

Acquire skills for improving learning

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

Reading

Thinking Skills:

Decision Making

Seeing Things in the Mind's Eye

Reasoning

Personal Qualities:

Responsibility

Self-Esteem

Self-Management

Integrity/Honesty

FIVE COMPETENCIES

Information:

Acquires and Evaluates Information

Organizes and Maintains Information

REAL TIMES, REAL LIFE: UNIT III, SESSION 3

Unit Three: Real Times, Real Life

Session Three: Knowing My Learning Styles

Summary: Participants explore their own learning styles.

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator B: Applies reading skills to functional and informational text
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator E: Uses both inductive and deductive reasoning in making conjectures and testing the validity of arguments
 ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology and anthropology to personal and community situations
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K1 Identify your interests, likes, and dislikes.
- PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.R1 Assess how your interests and preferences are reflected in your career goals.
- PS1.K2 Identify your abilities, strengths, skills, and talents.
- PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.R2 Assess the impact of your abilities, strengths, skills, and talents on your career development.
- PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A1 Demonstrate effective communication skills.
- PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.A8 Demonstrate that you accept responsibility for your behavior.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.K4 Identify your learning style.
- ED1.A4 Show how you are using learning style information to improve educational achievement and performance.
- ED1.R4 Analyze your learning style to develop behaviors to maximize educational achievement and performance.
- ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.A3 Demonstrate that you are an independent learner.
- ED2.A7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

- CM2.A3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Improve academic self-concept

Acquire skills for improving learning

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

Reading

Thinking Skills:

Decision Making

Seeing Things in the Mind's Eye

Reasoning

Personal Qualities:

Responsibility

Self-Esteem

Self-Management

Integrity/Honesty

FIVE COMPETENCIES

Information:

Acquires and Evaluates Information

Organizes and Maintains Information

REAL TIMES, REAL LIFE: UNIT III, SESSION 4

Unit Three: Real Times, Real Life

Session Four: Knowing My Priorities

Summary: Participants will identify life/work priorities and identify their preferred working conditions and lifestyle choices.

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator B: Applies reading skills to functional and informational text
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator E: Uses both inductive and deductive reasoning in making conjectures and testing the validity of arguments
 ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology and anthropology to personal and community situations
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.K1 Identify your interests, likes, and dislikes.

PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.R1 Assess how your interests and preferences are reflected in your career goals.

PS1.K3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

PS1.K4 Identify your work values/needs.

PS1.R4 Assess how your work values/needs are reflected in your career goals.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.A1 Demonstrate effective communication skills.

PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.K3 Identify positive social skills (e.g., good manners and showing gratitude).

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.K7 Identify sources of outside pressure that affect you.

PS2.A8 Demonstrate that you accept responsibility for your behavior.

PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

PS2.K10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.K11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.

PS3.K3 Recognize that your motivations and aspirations are likely to change with time and circumstances.

PS3.K4 Recognize that external events often cause life changes.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.A1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.R1 Assess the impact of your life roles on career goals.

PS4.K2 Recognize that you must balance life roles and that there are many ways to do it.

PS4.A3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.

PS4.R3 Analyze how specific lifestyle changes would affect the attainment of your career goals.

PS4.K4 Recognize that your life roles and your lifestyle are connected.

PS4.A4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.K6 Describe how personal attitudes and behaviors can impact educational achievement and performance.

ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options.

ED1.K8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.R1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.

ED2.A3 Demonstrate that you are an independent learner.

ED2.A7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K1 Recognize that career planning to attain your career goals is a lifelong process.

CM1.K4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A2 Demonstrate the use of a decision-making model.

CM2.A3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.R5 Evaluate the affect of personal priorities, culture, beliefs, and work values in your decision-making.

CM2.K6 Describe how education, work, and family experiences might impact your decisions.

CM2.K9 Recognize that decision-making often involves compromise.

Goal CM3: Use accurate, current, and unbiased career information during career

planning and management.

CM3.A1 Show how career information has been important in your plans and how it can be used in future plans.

CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.K4 Identify several ways to classify occupations.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.R1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.R3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K4 Recognize that many skills are transferable from one occupation to another.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Improve academic self-concept

Acquire skills for improving learning

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Acquire knowledge to achieve career goals

Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Acquire self-knowledge

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Self-knowledge applications

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

Reading

Thinking Skills:

Decision Making

Seeing Things in the Mind's Eye

Reasoning

Personal Qualities:

Responsibility

Self-Esteem

Self-Management

Integrity/Honesty

FIVE COMPETENCIES

Information:

Acquires and Evaluates Information

Organizes and Maintains Information

REAL TIMES, REAL LIFE: UNIT III, SESSION 5

Unit Three: Real Times, Real Life

Session Five: Knowing My Goals

Summary: Participants select a Life/Work goal(s).

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Applies reading skills to functional and informational text

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Writing:

Standard: The adult learner uses written language to communicate in a variety of situations.

Indicator B: Applies the writing process to complete a variety of writing tasks

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator E: Uses both inductive and deductive reasoning in making conjectures and testing the validity of arguments

ASE II (High Adult Secondary Education)

Science:

Standard: The adult learner applies methods of science and technology toward the advancement of personal and community well being.

Indicator A: Understands and uses the processes of scientific investigation and scientific ways of knowing. Able to design, conduct, describe, and evaluate these investigations. Understands and applies concepts that unify scientific disciplines (Science as Inquiry)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present, and future (Science and Technology – Past, Present and Future)

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Technology:**Indicator B. Fundamental Operations and Concepts**

Students demonstrate a sound understanding of the nature and operation of technology systems and are proficient in their use.

Sub-Topic 1. Communicate about basic technology components using appropriate and correct vocabulary related to external and internal computer or other technology operations.

Beginning
Approaching
Met
Exceeds

Sub-Topic 2. Use input devices effectively (e.g., keyboard, touch screens, glide pads, stylus, joystick, mouse).

Beginning
Approaching
Met
Exceeds

Sub-Topic 3. Navigate within various applications.

Beginning
Approaching
Met
Exceeds

Sub-Topic 4. Retrieve and save files to hard drive, disk, or other memory device.

Beginning
Approaching
Met
Exceeds

Sub-Topic 5. Print documents.

Beginning
Approaching
Met
Exceeds

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K1 Identify your interests, likes, and dislikes.
- PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.R1 Assess how your interests and preferences are reflected in your career goals.
- PS1.R2 Assess the impact of your abilities, strengths, skills, and talents on your career development.
- PS1.R3 Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.
- PS1.R4 Assess how your work values/needs are reflected in your career goals.
- PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

- PS2.A1 Demonstrate effective communication skills.
- PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
- PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
- PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.
- PS2.K7 Identify sources of outside pressure that affect you.
- PS2.A8 Demonstrate that you accept responsibility for your behavior.
- PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.K10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.K11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.K4 Recognize that external events often cause life changes.
- PS3.K6 Recognize the importance of adaptability and flexibility when initiating or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.A1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

- PS4.R1 Assess the impact of your life roles on career goals.
- PS4.K2 Recognize that you must balance life roles and that there are many ways to do it.
- PS4.R3 Analyze how specific lifestyle changes would affect the attainment of your career goals.
- PS4.K4 Recognize that your life roles and your lifestyle are connected.
- PS4.A4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.R1 Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.
- ED1.K5 Describe the importance of having a plan to improve educational achievement and performance.
- ED1.A5 Show that you have a plan to improve educational achievement and performance.
- ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance.
- ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options.
- ED1.A7 Show how your educational achievement and performance can expand your workplace options.
- ED1.R7 Assess how well your educational achievement and performance will transfer to the workplace.
- ED1.K8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
- ED1.A8 Show how the ability to acquire and use information has affected your educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.K1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
- ED2.R1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.
- ED2.A3 Demonstrate that you are an independent learner.
- ED2.K4 Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
- ED2.A4 Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).
- ED2.K5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).

- ED2.A5 Show how you are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).
- ED2.R5 Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals.
- ED2.K6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).
- ED2.A6 Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy.
- ED2.R6 Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.
- ED2.K7 Describe informal learning experiences that contribute to lifelong learning.
- ED2.A7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

- CM1.K1 Recognize that career planning to attain your career goals is a lifelong process.
- CM1.A1 Give examples of how you use career-planning strategies to attain your career goals.
- CM1.K2 Describe how to develop a career plan (e.g., steps and content).
- CM1.A2 Develop a career plan to meet your career goals.
- CM1.R2 Analyze your career plan and make adjustments to reflect ongoing career management needs.
- CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
- CM1.A3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

Goal CM2: Use a process of decision-making as one component of career development.

- CM2.A2 Demonstrate the use of a decision-making model.
- CM2.A3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
- CM2.K4 Identify alternative options and potential consequences for a specific decision.
- CM2.A4 Show how exploring options affected a decision you made.
- CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
- CM2.A5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
- CM2.K6 Describe how education, work, and family experiences might impact

your decisions.

CM2.A6 Give specific examples of how your education, work, and family experiences have influenced your decisions.

CM2.R6 Assess the impact of your education, work, and family experiences on decisions.

CM2.K8 Recognize that chance can play a role in decision-making.

CM2.K9 Recognize that decision-making often involves compromise.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K1 Describe the importance of career information to your career planning.

CM3.A1 Show how career information has been important in your plans and how it can be used in future plans.

CM3.R1 Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.

CM3.K2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.R2 Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.

CM3.K4 Identify several ways to classify occupations.

CM3.A4 Give examples of how occupational classification systems can be used in career planning.

CM3.R4 Assess which occupational classification system is most helpful to your career planning.

CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

CM3.A6 Make decisions for yourself about being employed in a non-traditional occupation.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K1 Describe academic, occupational, and general employability skills.

CM4.A1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K2 Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A2 Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job,

and find and pursue employment leads.

CM4.R2 Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.R3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K4 Recognize that many skills are transferable from one occupation to another.

CM4.A4 Show how your skills are transferable from one occupation to another.

CM4.R4 Analyze the impact of your transferable skills on your career options.

CM4.A5 Make decisions for yourself regarding geographic mobility.

CM4.K6 Identify the advantages and challenges of self-employment.

CM4.A6 Make decisions for yourself about self-employment.

CM4.R6 Assess the impact of your decision regarding self-employment on career goals.

CM4.K7 Identify ways to be proactive in marketing yourself for a job.

CM4.A7 Demonstrate skills that show how you can market yourself in the workplace.

CM4.R7 Evaluate how well you have marketed yourself in the workplace.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K1 Identify societal needs that affect your career plans.

CM5.A1 Show how you are prepared to respond to changing societal needs in your career management.

CM5.K2 Identify economic conditions that affect your career plans.

CM5.A2 Show how you are prepared to respond to changing economic conditions in your career management.

CM5.K3 Identify employment trends that affect your career plans.

CM5.A3 Show how you are prepared to respond to changing employment trends in your career management.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Improve learning
- Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness
- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information
- Identify career goals

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals
- Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Writing
- Arithmetic/Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision Making
- Seeing Things in the Mind's Eye
- Knowing How to Learn

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:

- Time
- Money
- Material and Facilities
- Human Resources

Interpersonal:

- Participates as Member of a Team
- Works With Diversity

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information
- Uses Computers to Process Information

Systems:

- Understands Systems

REAL TIMES, REAL LIFE: UNIT III, SESSION 6

Unit Three: Real Times, Real Life

Session Six: Knowing My Resources

Summary: Participants are introduced to career information resources.

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Indicator B: Applies reading skills to functional and informational text

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Technology:

Indicator B. Fundamental Operations and Concepts

Students demonstrate a sound understanding of the nature and operation of technology systems and are proficient in their use.

Sub-Topic 1. Communicate about basic technology components using appropriate and correct vocabulary related to external and internal computer or other technology operations.

Beginning
 Approaching
 Met
 Exceeds

Sub-Topic 2. Use input devices effectively (e.g., keyboard, touch screens, glide pads, stylus, joystick, mouse).

Beginning
 Approaching
 Met
 Exceeds

Sub-Topic 3. Navigate within various applications.

Beginning
 Approaching
 Met
 Exceeds

Sub-Topic 4. Retrieve and save files to hard drive, disk, or other memory device.

Beginning
 Approaching
 Met
 Exceeds

Sub-Topic 5. Print documents.

Beginning
 Approaching
 Met
 Exceeds

Indicator E. Technology Research Tools

Students develop and implement a research strategy to find accurate, relevant, and appropriate information sources

Sub-Topic 1. Utilize a computer to locate and collect information.

Beginning
 Approaching
 Met

Exceeds

Sub-Topic 3. Organize and present results of the research.

Beginning

Approaching

Met

Exceeds

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.K4 Identify your work values/needs.

PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes.

PS1.A6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.A1 Demonstrate effective communication skills.

PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.A8 Demonstrate that you accept responsibility for your behavior.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.K4 Recognize that your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

ED1.A8 Show how the ability to acquire and use information has affected your educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.R1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.

ED2.A3 Demonstrate that you are an independent learner.

ED2.A7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

- CM1.K1 Recognize that career planning to attain your career goals is a lifelong process.
- CM1.A2 Develop a career plan to meet your career goals.
- CM1.A3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
- CM1.A4 Demonstrate career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
- Goal CM2:** Use a process of decision-making as one component of career development.
- CM2.A2 Demonstrate the use of a decision-making model.
- CM2.A3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
- CM2.K4 Identify alternative options and potential consequences for a specific decision.
- CM2.A4 Show how exploring options affected a decision you made.
- Goal CM3:** Use accurate, current, and unbiased career information during career planning and management.
- CM3.K1 Describe the importance of career information to your career planning.
- CM3.A1 Show how career information has been important in your plans and how it can be used in future plans.
- CM3.R1 Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.
- CM3.K2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.
- CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.
- CM3.R2 Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.
- CM3.K3 Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).
- CM3.A3 Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate.
- CM3.K4 Identify several ways to classify occupations.
- Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
- CM4.A1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.
- CM4.K2 Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.
- CM4.A2 Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

- CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
- CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.K5 Recognize that your geographic mobility impacts on your employability.
- CM4.A5 Make decisions for yourself regarding geographic mobility.
- CM4.R5 Analyze the impact of your decisions about geographic mobility on your career goals.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

- CM5.K1 Identify societal needs that affect your career plans.
- CM5.A1 Show how you are prepared to respond to changing societal needs in your career management.
- CM5.K2 Identify economic conditions that affect your career plans.
- CM5.A2 Show how you are prepared to respond to changing economic conditions in your career management.
- CM5.K3 Identify employment trends that affect your career plans.
- CM5.A3 Show how you are prepared to respond to changing employment trends in your career management.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Improve learning
- Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness
- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information
- Identify career goals

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals
- Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Reading
- Listening
- Speaking

Thinking Skills:

- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:

- Responsibility
- Self-Esteem

FIVE COMPETENCIES

Resources:

- Material and Facilities
- Human Resources

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information

REAL TIMES, REAL LIFE: UNIT III, SESSION 7

Unit Three: Real Times, Real Life

Session Seven: Creating My Life/Work Action Plan

Summary: Participants, using the resource materials introduced in previous sessions, create their individual Life/Work Action Plans.

ARIZONA ACADEMIC STANDARDS*

Reading:

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator B: Applies reading skills to functional and informational text
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)
 ASE I/GED (Low Adult Secondary Education)
 ASE II (High Adult Secondary Education)

Math:

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator E: Uses both inductive and deductive reasoning in making conjectures and testing the validity of arguments
 ASE II (High Adult Secondary Education)

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations
 Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)
 ABE I (Beginning Basic Education)
 ABE II (Low Intermediate Basic Education)
 ABE III (High Intermediate Basic Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

ASE I/GED (Low Adult Secondary Education)

ASE II (High Adult Secondary Education)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.K1 Identify your interests, likes, and dislikes.

PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.K4 Identify your work values/needs.

PS1.A4 Demonstrate behavior and decisions that reflect your work values/needs.

PS1.A6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.A1 Demonstrate effective communication skills.

PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.A8 Demonstrate that you accept responsibility for your behavior.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.

PS3.K3 Recognize that your motivations and aspirations are likely to change with time and circumstances.

PS3.K4 Recognize that external events often cause life changes.

PS3.K5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.

PS3.K6 Recognize the importance of adaptability and flexibility when initiating or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.K2 Recognize that you must balance life roles and that there are many ways to do it.

PS4.R3 Analyze how specific lifestyle changes would affect the attainment of your career goals.

PS4.K4 Recognize that your life roles and your lifestyle are connected.

PS4.A4 Show how your life roles and your lifestyle are connected.

PS4.R4 Assess how changes in your life roles would affect your lifestyle.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.A1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
- ED1.R1 Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.
- ED1.K2 Identify strategies for improving educational achievement and performance.
- ED1.K5 Describe the importance of having a plan to improve educational achievement and performance.
- ED1.A5 Show that you have a plan to improve educational achievement and performance.
- ED1.R5 Evaluate the results of your plan for improving educational achievement and performance.
- ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options.
- ED1.A7 Show how your educational achievement and performance can expand your workplace options.
- ED1.R7 Assess how well your educational achievement and performance will transfer to the workplace.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.K1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
- ED2.R1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.
- ED2.A3 Demonstrate that you are an independent learner.
- ED2.A4 Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).
- ED2.K5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).
- ED2.A5 Show how you are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).
- ED2.K6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).
- ED2.A6 Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy.
- ED2.K7 Describe informal learning experiences that contribute to lifelong learning.
- ED2.A7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K1 Recognize that career planning to attain your career goals is a lifelong process.

CM1.A2 Develop a career plan to meet your career goals.

CM1.R2 Analyze your career plan and make adjustments to reflect ongoing career management needs.

CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.A3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.K5 Recognize that changes in you and the world of work can affect your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A2 Demonstrate the use of a decision-making model.

CM2.A3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.K4 Identify alternative options and potential consequences for a specific decision.

CM2.K6 Describe how education, work, and family experiences might impact your decisions.

CM2.K9 Recognize that decision-making often involves compromise.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.A1 Show how career information has been important in your plans and how it can be used in future plans.

CM3.R1 Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.

CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

CM3.A6 Make decisions for yourself about being employed in a non-traditional occupation.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

- CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.R3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.K4 Recognize that many skills are transferable from one occupation to another.
- CM4.A7 Demonstrate skills that show how you can market yourself in the workplace.
- Goal CM5:** Integrate changing employment trends, societal needs, and economic conditions into your career plans.
- CM5.A1 Show how you are prepared to respond to changing societal needs in your career management.
- CM5.A2 Show how you are prepared to respond to changing economic conditions in your career management.
- CM5.A3 Show how you are prepared to respond to changing employment trends in your career management.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Improve learning
- Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness
- Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.

- Acquire career information
- Identify career goals

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals
- Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

Standard C: Students will understand safety and survival skills.

- Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

Reading

Thinking Skills:

Creative Thinking

Decision Making

Seeing Things in the Mind's Eye

Personal Qualities:

Responsibility

Self-Esteem

Self-Management

Integrity/Honesty

FIVE COMPETENCIES

Resources:

Time

Human Resources

Information:

Acquires and Evaluates Information

Organizes and Maintains Information

Interprets and Communicates Information

Systems:

Understands Systems

REAL TIMES, REAL LIFE: UNIT III, SESSION 8

Unit Three: Real Times, Real Life

Session Eight: The End of the Beginning

Summary: This session provides an opportunity for the participants and their community to come together.

ARIZONA ACADEMIC STANDARDS*

Social Studies:

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

ABE I (Beginning Basic Education)

ABE II (Low Intermediate Basic Education)

ABE III (High Intermediate Basic Education)

* *Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.*

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.

PS1.A3 Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

PS1.A4 Demonstrate behavior and decisions that reflect your work values/needs.

PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes.

PS1.A6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

PS1.K9 Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.A1 Demonstrate effective communication skills.

PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.K8 Recognize that you should accept responsibility for your behavior.

PS2.A8 Demonstrate that you accept responsibility for your behavior.

PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

PS2.A9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

PS2.A10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.

PS3.K3 Recognize that your motivations and aspirations are likely to change with time and circumstances.

PS3.K4 Recognize that external events often cause life changes.

PS3.K5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.

PS3.A5 Demonstrate the ability to seek assistance (e.g., with problems at school

or work) from appropriate resources including other people.

PS3.K6 Recognize the importance of adaptability and flexibility when initiating or responding to change.

PS3.A6 Demonstrate adaptability and flexibility when initiating or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.A1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.K2 Recognize that you must balance life roles and that there are many ways to do it.

PS4.A2 Show how you are balancing your life roles.

PS4.K4 Recognize that your life roles and your lifestyle are connected.

PS4.A4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.A1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.

ED1.A3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.K5 Describe the importance of having a plan to improve educational achievement and performance.

ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options.

ED1.A7 Show how your educational achievement and performance can expand your workplace options.

ED1.K8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.

ED2.A1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.

ED2.K3 Recognize the importance of being an independent learner and taking responsibility for your learning.

ED2.A3 Demonstrate that you are an independent learner.

ED2.A4 Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to

postsecondary).

ED2.K5 Identify types of ongoing learning experiences available to you(e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).

ED2.K6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

ED2.K7 Describe informal learning experiences that contribute to lifelong learning.

ED2.A7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K1 Recognize that career planning to attain your career goals is a lifelong process.

CM1.A1 Give examples of how you use career-planning strategies to attain your career goals.

CM1.K4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.A4 Demonstrate career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.K5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A2 Demonstrate the use of a decision-making model.

CM2.K3 Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.

CM2.A3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.K4 Identify alternative options and potential consequences for a specific decision.

CM2.A4 Show how exploring options affected a decision you made.

CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

CM2.A5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.K6 Describe how education, work, and family experiences might impact your decisions.

CM2.A6 Give specific examples of how your education, work, and family experiences have influenced your decisions.

CM2.A7 Give specific examples of how biases and stereotypes affected your decisions.

CM2.K8 Recognize that chance can play a role in decision-making

- CM2.A8 Give examples of times when chance played a role in your decision-making.
- Goal CM3:** Use accurate, current, and unbiased career information during career planning and management.
- CM3.K1 Describe the importance of career information to your career planning.
- CM3.A1 Show how career information has been important in your plans and how it can be used in future plans.
- CM3.K2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.
- CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.
- CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.
- CM3.A5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).
- CM3.K6 Identify the advantages and disadvantages of being employed in a non-traditional occupation.
- Goal CM4:** Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
- CM4.K1 Describe academic, occupational, and general employability skills.
- CM4.A1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.
- CM4.K2 Identify job seeking skills such as the ability to: write a résumé and cover letter, complete a job application, interview for a job, and find and pursue employment leads.
- CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
- CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.K4 Recognize that many skills are transferable from one occupation to another.
- CM4.K5 Recognize that your geographic mobility impacts on your employability.
- CM4.K6 Identify the advantages and challenges of self-employment.
- Goal CM5:** Integrate changing employment trends, societal needs, and economic conditions into your career plans.
- CM5.K1 Identify societal needs that affect your career plans.
- CM5.K2 Identify economic conditions that affect your career plans.
- CM5.K3 Identify employment trends that affect your career plans.

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ACADEMIC DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve academic self-concept
- Acquire skills for improving learning
- Achieve school success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- Improve learning
- Plan to achieve goals

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

- Relate school to life experiences

CAREER DEVELOPMENT:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop career awareness
- Develop employment readiness

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

- Acquire knowledge to achieve career goals
- Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Acquire self-knowledge
- Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Self-knowledge applications

SCANS EMPLOYABILITY SKILLS

(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION

Basic Skills:

- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Seeing Things in the Mind's Eye

Personal Qualities:

- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES

Resources:

- Human Resources

Interpersonal:

- Participates as Member of a Team
- Serves Clients/Customers
- Exercises Leadership
- Works With Diversity

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:

- Understands Systems

Adult Education ARIZONA READING STANDARDS

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

1. Identifies upper- and lower-case letters
2. Applies phonetic skills
3. Recognizes familiar word patterns
4. Applies picture clues
5. Recognizes basic sight words

Indicator B: Applies reading skills to functional and informational text

1. Identifies common functional signs, directions, and maps
2. Reads and comprehends short simple sentences

ABE I (Beginning Basic Education)

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

1. Recognizes basic word patterns, antonyms, and synonyms
2. Applies syllabication

Indicator B: Applies reading skills to functional and informational text

1. Follows single step directions
2. Draws conclusions
3. Identifies the relevant facts
4. Sequences events, actions, and behaviors

Indicator C: Applies reading skills to interpret literary selections

1. Comprehends the meaning of literary selections and makes connections between the text and his/her own experiences
2. Describes the story elements of plot, setting, and characters, including the beginnings, middles, and endings of reading selections
3. Identifies the theme in reading selections

ABE II**(Low Intermediate Basic Education)**

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

1. Recognizes homophones and homographs
2. Applies context clues
3. Knows and uses structural analysis

Indicator B: Applies reading skills to functional and informational text

1. Follows multiple step directions
2. Summarizes the main ideas and supporting details
3. Identifies the author's main purpose
4. Makes predictions about events, actions, and behaviors
5. Identifies cause and effect relationships
6. Reads and interprets charts, graphs, and labels and simple authentic materials found in the community or workplace
7. Applies skimming and scanning reading strategies to locate information and determine the main idea in print and graphic material

Indicator C: Applies reading skills to interpret literary selections

1. Determines the underlying theme or author's message and relates them to prior experiences or the experiences of others
2. Identifies the historical and cultural perspectives in reading selections

ABE III**(High Intermediate Basic Education)**

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

1. Identifies the meaning of root words
2. Identifies the meaning of prefixes
3. Identifies the meaning of suffixes
4. Applies context clues to confirm meaning of figurative, idiomatic, and technical words
5. Recognizes the meaning of word origins

Indicator B: Applies reading skills to interpret functional and informational text (e.g., **consumer information, newspapers, civics documents, science publications**)

1. Identifies the main idea, critical details, and author's point of view and relates them to other sources, real life, and related topics
2. Summarizes the text in chronological, spatial, or logical order
3. Distinguishes facts from opinions
4. Makes inferences about the author's purpose and perspective
5. Supports conclusions with convincing textual evidence

Indicator C: Applies reading skills to interpret literary selections

1. Makes defensible inferences about the events, setting, mood, plot, characters, and meaning of the reading selections, including how they are presented by different authors
2. Identifies literary devices that define a writer's style with emphasis on the use of figurative language
3. Explains how an author's life and time are reflected in his or her work
4. Compares versions of traditional or contemporary literature from different cultures for similarities and differences related to themes or characters
5. Describes the literary elements and characteristics of fiction, nonfiction, drama, and poetry

ASE I/GED (Low Adult Secondary Education)

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

1. Distinguishes between the denotative and connotative meanings of words and explains "shades of meaning" for related words
2. Infers the meaning of words from context clues and word relationships, including idioms, analogies, metaphors, allusions, similes, and derivations

Indicator B: Applies reading skills to interpret and evaluate functional and informational text

1. Describes the thesis or point of view of a selection
2. Extracts critical details and extends the ideas in the reading selection
3. Distinguishes a conclusion from supporting statements
4. Distinguishes among facts, supported inferences, and opinions
5. Makes useful connections to other topics and extends ideas presented in text
6. Recognizes the role that values play in the beliefs and perspectives of authors
7. Evaluates the logic and clarity of many functional documents
8. Assesses the accuracy and reliability of facts as determined by documentation or proof

Indicator C: Applies reading skills to interpret literary selections drawn from American and world literature

1. Evaluates the influence of culture, ethnicity, and historical eras on the themes, supporting the inferences with evidence from the selection
2. Makes defensible inferences about the interactions between characters (e.g., conflicts, motivations, relationships) and how they affect the events and plot
3. Evaluates the relevance of setting (place, time, and customs) to the mood, tone, and meaning of text, using textural evidence to support the claims
4. Supports a judgment about the effectiveness of an author's use of literacy elements and figurative language

ASE II (High Adult Secondary Education)

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words

1. Identifies and uses idioms and the literal and figurative meanings of words in speaking and writing
2. Uses knowledge of Greek, Anglo-Saxon, and Latin roots to understand content area vocabulary words

Indicator B: Applies reading skills to interpret and evaluate functional and informational text

1. Recognizes unstated assumptions, extracts critical details, and extends the information from the text
2. Evaluates technical journals or workplace documents for purpose, organizational pattern, clarity, and relevancy of information
3. Describes and connects the essential ideas, arguments, and perspectives of text
4. Assesses the adequacy or appropriateness of data to substantiate hypotheses, conclusions, or generalizations
5. Evaluates the author's use of bias and use of persuasive strategies to elicit a desired response from the reader
6. Identifies logical fallacies in arguments

Indicator C: Applies reading skills to interpret literacy selections drawn from American and world literature

1. Evaluates the structural elements of plot
2. Compares and contrasts the motivations and reactions of literary characters from different eras and cultures confronting similar situations or conflicts
3. Analyzes how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author and/or times
4. Analyzes how an author's choice of words appeals to the senses, suggests mood, and sets tone
5. Compares works that express a universal theme, often providing credible evidence to support his/her ideas

Adult Education ARIZONA WRITING STANDARDS

Standard: The adult learner uses written language to communicate in a variety of situations.

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

Indicator A: Applies correct spelling, punctuation, capitalization, grammar, and usage rules to complete a variety of writing tasks

1. Writes (print and cursive) upper-and lower-case letters of the alphabet
2. Write and spells familiar words
3. Capitalizes the first word in a sentence and people's name

Indicator B: Applies the writing process to complete a variety of writing tasks

1. Completes name, address, phone number, date, and social security number on simple forms
2. Writes lists organized with a clear purpose

ABE I (Beginning Basic Education)

Indicator A: Applies correct spelling, punctuation, capitalization, grammar, and usage rules to complete a variety of writing tasks

1. Spells words commonly used at this level
2. Punctuates sentence endings
3. Identifies and exhibits correct use of pronouns
4. Exhibits correct usage of apostrophes in contractions
5. Identifies subject and predicate in very simple sentences
6. Exhibits correct usage of periods and questions marks as ending punctuation
7. Identifies adjectives in simple sentences
8. Capitalizes proper nouns and beginning of sentences

Indicator B: Applies the writing process to complete a variety of writing tasks

1. Writes a well-organized and easy-to-follow series of at least five directions on how to accomplish a task
2. Completes the essential information on a simple job application

ABE II (Low Intermediate Education)

Indicator A: Applies correct spelling, punctuation, capitalization, grammar, and usage rules to complete a variety of writing tasks

1. Spells words commonly used at this level
2. Uses resources to find out how to spell unfamiliar words
3. Uses period to punctuate abbreviation
4. Uses commas to punctuate words in a series, dates, compound sentences
5. Uses apostrophes to show possessives and contractions
6. Uses capitalization in titles, the first word in a direct quote, names of organizations, titles, and specific school subjects most of the time
7. Applies standard grammar and usage to subject/verb agreement, simple past, present, and future continuous verb tense
8. Spells plural nouns
9. Uses common comparative and superlative adjectives
10. Uses common comparative and superlative adverbs
11. Uses demonstrative and possessive pronouns
12. Avoids sentence fragments and run-on sentences

Indicator B: Applies the writing process to complete a variety of writing tasks

1. Applies pre-writing tools to generate topics and/or planned writing tasks (e.g., brainstorming, clustering, outlining, listing, webbing)
2. Revises the first draft identifying and correcting spelling, punctuation, capitalization, sentence fragments, run-on sentences, and grammar, and usage mistakes
3. Writes a paragraph of approximately 75 words on a topic of own choosing, including a topic sentence followed by details to support the main idea
4. Writes a dialogue of at least ten sentences that uses descriptive words and phrases to develop ideas and advance characters
5. Writes a report of at least 50 words that summarizes a research project and includes a chart, table, or graph
6. Completes a job application

ABE III

(High Intermediate Secondary Education)

Indicator A: Applies correct spelling, punctuation, capitalization, grammar, and usage rules to complete a variety of writing tasks

1. Spells words commonly used at this level
2. Punctuates using commas and quotation marks
3. Applies rule of capitalization in quotes and letters
4. Applies standard usage to common homonyms
5. Identifies and uses basic parts of speech: verbs, nouns, pronouns, adjectives, adverbs, conjunctions, prepositions, and interjections
6. Identifies and uses modifiers most of the time

Indicator B: Applies the writing process to complete a variety of writing tasks

1. Writes a three-paragraph descriptive narrative (approximately 100 words on a topic of choice), using simple and compound sentences that develop a story line in a clear sequence; uses figurative language or descriptive words and phrases

2. Writes a three-paragraph expository essay (approximately 100 words) on a given topic using simple and compound sentences that states a thesis and includes an introductory paragraph, developmental paragraph, and concluding paragraph with appropriate facts, details, examples, and descriptions
3. Writes an appropriate friendly letter of at least 50 words that uses a heading, salutation, and closing, expresses ideas that are clear and directly related to the topic and are appropriate to the specific audience

ASE I/GED
(Low Adult Secondary Education)

Indicator A: Applies correct spelling, punctuation, capitalization, grammar, and usage rules to complete a variety of writing tasks

1. Spells common words used at this level
2. Demonstrates use of a thesaurus
3. Punctuates using comas, colons, and semicolons
4. Applies rules of capitalization
5. Applies standard grammar and usage to:
 - a. Combine simple sentences into compound and complex sentences
 - b. Construct conditional clauses
 - c. Avoid problems with subject-verb agreement
 - d. Avoid dangling modifiers

Indicator B: Applies the writing process to complete a variety of writing tasks

1. Writes a persuasive essay of at least 200 words that contains effective introductory and summary statements with evidence of a point of view and argues effectively with full-developed ideas of proof or example
2. Write an expository essay of at least 200 words that clearly states and develops a thesis with supporting details from a variety of credible sources, using strategies such as cause and effect or comparison and contrast
3. Writes a personal narrative of at least 200 words that develops a story line in meaningful sequence, describes events and characters to convey a theme or tone, and includes descriptive details and concrete language

ASE II
(High Adult Secondary Education)

Indicator A: Applies correct spelling, punctuation, capitalization, grammar, and usage rules to complete a variety of writing tasks

1. Spells words commonly used at this level
2. Creates possessive forms of nouns or pronouns with gerunds
3. Applies standard grammar and usage to:
 - a. Parallel structure
 - b. Modifiers
 - c. Compound verbs and past participles
4. Applies rules of capitalization

5. Demonstrates use of all punctuation marks
6. Identifies and uses conjunctive adverbs
7. Uses a thesaurus

Indicator B: Applies the writing process to complete a variety of writing tasks

1. Completes a research project, using reference materials and research technique to craft a written report of at least 200 words that:
 - a. Paraphrases information from given resources
 - b. Develops a thesis and a clear point of view
 - c. Uses personal interpretation, analysis, evaluation, or reflection as evidence of comprehensive understanding of the subject
 - d. Records relevant statistical information in graph or table form
 - e. Contains credible supporting information (facts, details, and examples) from a variety of cited sources
2. Completes a resume including current personal information, education, job-related skills, work experience, personal interests, and at least three references
3. Writes a business letter of at least 100 words using heading, salutation, and closing and establishes a clear purpose and organizational pattern for a specific audience

Adult Education ARIZONA MATHEMATICS STANDARDS

Standard: The adult learner develops and applies math strategies to a variety of situations.

Pre-Literacy

(Beginning ABE [Adult Basic Education] Literacy)

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

1. Recognizes relationships between real-life representations, number names, and symbolic representation of numbers
 - a. Writes and reads whole numbers between 0 and 100 as numerals
2. Relates counting, grouping, and place value concepts to whole numbers
 - a. Writes and reads whole numbers between 0 and 100 as numerals
3. Performs the operations of addition and subtraction of one-digit numbers
 - a. Adds and subtracts whole numbers between 0 and 9 correctly
4. Uses coins and currency
 - a. Recognizes symbols for currency (e.g., \$, ¢)
 - b. Identifies coins and currency using pennies, nickels, dimes, quarters, half-dollars, and bills

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

1. Constructs and reads tables, charts, and graphs
 - a. Collects and records data from a simple survey of at least 5 respondents
 - b. Organizes data according to choice from a simple survey of at least 5 respondents
 - c. Identifies choice receiving largest and smallest number of responses from a simple survey of at least 5 respondents
 - d. Constructs a display of data indicating responses from a simple survey of at least 5 respondents

Indicator C: Applies algebraic concepts and methods to explore, analyze, or solve real-life problems

1. Creates, describes, and extends a variety of patterns and formulates generalizations to make predictions
 - a. Replicates a pattern using manipulatives or objects (tangrams)
2. Represents and describes mathematical ordering and grouping relationships
 - a. Determines the next number in a sequence of numbers up to a hundred

Indicator D: Uses geometric properties, relationships, and methods to identify, analyze, and solve real-life problems

1. Identifies basic geometric shapes
 - a. Names simple polygons (e.g., triangle, square, rectangle)
 - b. Names simple solid geometric forms using own vocabulary

Indicator E: Applies knowledge of standard measurements to real-life situations

1. Selects the appropriate measurement with U.S. customary units for an object or event
 - a. Selects the appropriate device to measure the given attribute of an object or event (e.g., ruler, thermometer, measuring cup, scale, stop watch)

ABE I

(Beginning Basic Education)

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

1. Demonstrates an understanding of number meanings and relationships
 - a. Places numbers between 0 and 1000 on a number line
 - b. Describes fractions (halves, thirds, fourths) as parts of a whole
 - c. Distinguishes between odd and even numbers
2. Recognizes relationships between real-life representations, number names, and symbolic representation of numbers
 - a. Expresses and reads whole numbers between 0 and 1000 as numerals
 - b. Reads and writes whole numbers between 0 and 1000 as number words
 - c. Matches a fraction to a pictorial representation of halves, thirds, and fourths
 - d. Matches a number word to a pictorial representation of halves, thirds, and fourths
3. Represents and uses numbers in equivalent forms
 - a. Writes whole numbers between 0 and 1000 in expanded notation (e.g., $89 = 80 + 9$)
 - b. Makes a model to represent a fractional representation of halves, thirds and fourths
4. Uses coins and currency
 - a. Expresses equal relationships of coins and currency using pennies, nickels, dimes, quarters, half-dollars, and bills up to \$5.00
5. Demonstrates the meaning of operations and the relationships between them
 - a. Explains that addition joins groups
 - b. Explains that subtraction decreases, takes away, compares, or finds the difference
 - c. Uses addition to check subtraction problems and vice versa
6. Performs the operations of addition, subtraction, multiplication, and division on whole numbers
 - a. Adds, subtracts up to 500, multiplies, and divides single digit whole numbers correctly
 - b. Selects appropriate operation in addition or subtraction to solve one-step word problems involving whole numbers up to 500

- c. Selects appropriate operation in multiplication and division to solve one-step word problems with single digit numbers
- 7. Selects and uses appropriate techniques to facilitate computation while solving problems and determining the reasonableness of results
 - a. Rounds whole numbers to tens and hundreds
 - b. Uses estimation to check the reasonableness of results in solving one-step word problems in addition and subtraction of whole numbers up to 500
 - c. Uses estimation to check the reasonableness of results in solving one-step word problems in multiplication and division of single-digit numbers

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

- 1. Constructs, reads, analyzes, and interprets tables, charts, and graphs
 - a. Makes and labels a graph (horizontal bar, vertical bar, circle graph, pictograph) from data
- 2. Predicts and measures the likelihood of events
 - a. Collects and records data from a simple one-step probability experiment
 - b. Organizes (e.g., sorts, sequences, tallies data from a simple one-step probability experiment)
 - c. Predicts the possible outcomes from a simple one-step probability experiment
 - d. Predicts the most likely or least likely outcome in a simple one-step probability experiment
 - e. Compares the outcome of the experiment to the prediction

Indicator C: Applies algebraic concepts and methods to explore, analyze, or solve real-life problems

- 1. Creates, describes, and extends a variety of patterns and formulates generalizations to make predictions
 - a. Communicates orally the description of the pattern in a series of objects
 - b. Communicates orally a description of the pattern in a sequence of numbers
 - c. Extends a pattern using manipulatives or objects
 - d. Extends a pattern occurring in a sequence of numbers
- 2. Represents and describes mathematical ordering and grouping relationships
 - a. Identifies the pattern in skip counting (e.g., 2, 4, 6 – add 2 to each number)
 - b. Determines the next number in a skip counting pattern (e.g., 2, 4, 6 _____?)

Indicator D: Uses geometric properties, relationships, and methods to identify, analyze, and solve real-life problems

- 1. Identifies and describes basic geometric shapes
 - a. Identifies the characteristics of simple polygons (e.g., triangle, square, rectangle)
 - b. Identifies the characteristics of simple solid geometric figures (e.g., cube and rectangular container)

Indicator E: Applies knowledge of standard measurements to real-life situations

1. Demonstrates that a single object or event can be measured in different ways (e.g., length, mass/weight, time, capacity, temperature, area, volume)
 - a. Determines what attributes of an object or event are measurable
 - b. Identifies the appropriate type of measurement for each attribute of an object or event
2. Identifies the appropriate measurement with U.S. customary units for an object or event including:
 - a. Length - inches, feet and yards
 - b. Capacity - cups, gallons
 - c. Weight - ounces, pounds, tons
 - d. Area - square unit
 - e. Volume - cubic unit
 - f. Time - second, minute, hour, day, month, year, decade, century
 - g. Temperature - degrees on Fahrenheit scale, degrees on Celsius scale
3. Compares units of measurement to determine equal relationships using U.S. customary units (e.g., 2 cups = 1 pint, 3 cups > 1 pint)
4. Makes estimation of measurement
 - a. Using U.S. customary units, estimates a measurement of a given object or event and compares the estimation to actual measurement
 - b. Evaluates the reasonableness of the estimation
5. Applies measurement
 - a. Solves real-life problems involving measurements using U.S. customary units

ABE II

(Low Intermediate Basic Education)

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

1. Demonstrates an understanding of number meanings and relationships
 - a. Places numbers between 0 and 10,000 on a number line
 - b. Describes mixed numbers as parts of a whole
2. Recognizes relationships between real-life representations, number names, and symbolic representation of numbers.
 - a. Expresses and reads whole numbers between 0 and 10,000 as numerals
 - b. Reads and writes whole numbers between 0 and 10,000 as number words
 - c. Matches a mixed number to a pictorial representation
 - d. Matches a number word to a pictorial representation of mixed numbers
3. Represents and uses numbers in equivalent forms
 - a. Writes whole numbers between 0 and 10,000 in expanded notation (e.g., $89 = 80 + 9$)
 - b. Makes a model to represent a fractional representation of mixed numbers
4. Uses coins and currency
 - a. Expresses equal relationships of coins and currency using pennies, nickels, dimes, quarters, half-dollars, and bills up to \$100.00

5. Demonstrates the meaning of operations and the relationships between them
 - a. Explains that multiplication is repeated addition of equal numbers and/or groups
 - b. Explains that division is repeated subtraction or placing items into groups of equal size
 - c. Uses multiplication to check division problems and vice versa
6. Performs the operations of addition, subtraction, multiplication, and division on whole numbers
 - a. Adds, subtracts, multiplies, and divides whole numbers between 0 and 1,000 correctly
 - b. Selects appropriate operation to solve one-step word problems involving whole numbers between 0 and 1,000
7. Selects and uses appropriate techniques to facilitate computation while solving problems and determining the reasonableness of results
 - a. Rounds whole numbers to thousands
 - b. Uses estimation to check the reasonableness of results in solving one-step word problems, using whole numbers between 0 and 1,000

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

1. Constructs, reads, analyzes, and interprets tables, charts, and graphs
 - a. Interprets and analyzes data from pictographs and bar graphs where each symbol represents one unit
 - b. Interprets and analyzes data on a pictograph where each symbol represents multiple units
2. Predicts and measures the likelihood of events
 - a. Describes events that have 100% probability or 0% probability
 - b. Identifies outcomes that are more likely, less likely, or equally likely to occur
 - c. Describes the concept of sample

Indicator C: Applies algebraic concepts and methods to explore, analyze, or solve real-life problems

1. Creates, describes, and extends a variety of patterns and formulates generalizations to make predictions
 - a. Communicates in written form the description of the pattern in a series of objects
 - b. Communicates in written form a description of the pattern in a sequence of numbers
 - c. Extends simple geometric and number pattern
 - d. Creates simple geometric and number patterns
2. Represents and describes mathematical ordering and grouping relationships
 - a. Sorts and classifies objects according to observable attributes
 - b. Finds the missing element in a number sentence involving addition, subtraction, multiplication, and division
 - c. Uses words such as *all*, *none*, *some*, and *many* to make reasonable statements
 - d. Describes a rule for a simple pattern

Indicator D: Uses geometric properties, relationships, and methods to identify, analyze, and solve real-life problems

1. Identifies and describes basic geometric shapes
 - a. Compares and contrasts the characteristics of simple polygons (e.g., triangle, square, rectangle)
 - b. Compares and contrasts the characteristics of simple solid geometric figures (e.g., cube and rectangular container)
 - c. Identifies characteristics of lines which intersect, are parallel, or are perpendicular

Indicator E: Applies knowledge of standard measurements to real-life situations

1. Demonstrates that a single object or event can be measured in different ways (e.g., length, mass/weight, time, capacity, temperature, area, volume)
 - a. Identifies the appropriate type of measurement for each attribute of an object or event and justifies answer
2. Demonstrates the appropriate measurement with U.S. customary and metric units for an object or event including:
 - a. Length - inches, feet and yards, millimeters, centimeters, meters, kilometers
 - b. Capacity - cups, gallons, milliliters, liters
 - c. Weight - ounces, pounds, tons, grams, kilograms
 - d. Area - square unit
 - e. Volume - cubic unit
 - f. Time - second, minute, hour, day, month, year, decade, century
 - g. Temperature - degrees on Fahrenheit scale, degrees on Celsius scale
3. Compares units of measurement to determine more or less relationships using U.S. customary and metric units (e.g., 2 cups = 1 pint, 3 cups > 1 pint)
4. Makes estimation of measurement
 - a. Using U.S. customary or metric units, estimates a measurement of a given object or event and compares the estimation to actual measurement and justifies the answer
 - b. Evaluates the reasonableness of the estimation and justifies the answer
5. Applies measurement
 - a. Solves real-life problems involving measurements using U.S. customary and metric units

ABE III (High Intermediate Basic Education)

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

1. Develops concepts, number sense, and number relationships relating to whole numbers, fractions, decimals, and percents
 - a. Describes a fraction of any quantity as the relationship between the given numerator part(s) related to the entire number of part(s) in the whole denominator

- b. Describes a decimal as the fractional representation of the quantity expressed as a whole number and/or tenths, hundredths, thousandths, etc.
 - c. Describes percents as a fraction or as parts out of 100
 - d. Reads and writes fractions, decimals, and percents as numerals and number words
 - e. Expresses and reads whole numbers between 1000 and 1,000,000,000 as numerals
 - f. Reads and writes whole numbers between 1000 and 1,000,000,000 as number words
 - g. Places in correct sequence whole numbers between 1000 and 1,000,000,000
 - h. Writes whole numbers between 1000 and 1,000,000,000 in expanded notation
 - i. Places in correct sequence fractions, decimals, and percents in same groups or mixed groups
 - j. Expresses a quantity in equivalent fraction, decimal, and percent form
2. Performs the operations of addition, subtraction, multiplication, and division using whole numbers, fractions, decimals, and percents
- a. Selects and uses correctly the operations of addition, subtraction, multiplication, and division in story problems involving whole numbers
 - b. Selects and uses correctly the operations of addition, subtraction, multiplication, and division in story problems involving fractions and decimals
 - c. Identifies the whole, part, and percent in problems involving percent
 - d. Solves word problems involving averaging of rational whole numbers, fractions, or decimals
 - e. Solves word problems involving the order of operations
3. Applies number theory concepts to represent numbers in various ways
- a. States the prime factors for a given whole number
 - b. Names the square root of a number with a perfect square
 - c. States the multiples of a given number
 - d. Defines prime and composite numbers
 - e. Sorts numbers by their properties
4. Selects and uses appropriate techniques and information to facilitate computation while solving problems and determining the reasonableness of results
- a. Rounds decimals to tenths, hundredths, and thousandths place
 - b. Rounds fractions to nearest whole and/or half
 - c. Uses estimation to check the reasonableness of results, using whole numbers, fractions, decimals, and percents in solving problems
 - d. Distinguishes between relevant and irrelevant information
 - e. Recognizes the degree of precision needed

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

- 1. Constructs, reads, analyzes, and interprets graphs, tables, and charts
 - a. Interprets and analyzes data from circle and line graphs
 - b. Formulates questions from graphs, tables, and charts
 - c. Solves word problems using graphs, tables, and charts

2. Determines probabilities through experiments and/or simulations and compares the results with prediction
 - a. Predicts possible outcomes in an experiment in which the possible number of outcomes changes (e. g., two-step probability)
 - b. Compares the outcome of the experiment to the predictions

Indicator C: Applies algebraic concepts and methods to explore, analyze, or solve real-life problems

1. Translates and differentiates the language of algebra
 - b. Defines a term, expression, equation, and inequality
 - c. Simplifies an expression by combining like terms (e.g., $3x + 2 + 2x + 3 = 5x + 5$)
 - d. Translates a written phrase into an expression
 - e. Correctly uses mathematical symbols $<$, $>$, $=$, \neq

Indicator D: Uses geometric properties, relationships, and methods to identify, analyze, and solve real-life problems

1. Identifies, describes, and measures basic geometric shapes and angles using definitions and appropriate measuring devices (e.g., protractor, ruler, compass)
 - a. Draws, measures, and classifies angles as right, acute, obtuse, straight, or reflex
 - b. Identifies the properties of geometric figures using definitions of similarity, congruent, and symmetry
 - c. Identifies and describes properties of alternate interior, corresponding, complementary, and supplementary angles
 - d. Classifies triangles by their angles and sides as equilateral, isosceles, scalene, acute, obtuse, and right
 - e. Labels and identifies the characteristics of a circle, cylinder, parallelogram, pentagon, hexagon, octagon, decagon, rhombus, and trapezoid (e.g., radius, diameter, base, height)

Indicator E: Applies knowledge of standard measurements to real-life situations

1. Estimates and uses U.S. customary and metric measurement to describe and make comparisons
 - a. Converts measurement units to equivalent units within a given system
 - b. Compares estimated measurements between U.S. customary and metric systems and Fahrenheit and Celsius systems
2. Estimates, uses, and describes measures of distance, perimeter, area, volume, capacity, weight, mass, and angles
 - a. Differentiates between perimeter, area, and volume of polygons and solids using concrete and illustrative modes
 - b. Differentiates between weight and mass
 - c. Differentiates between capacity and volume
 - d. Records estimates and measurements for:
 - Distance in scale drawings
 - Circumference

Degrees of angles

3. Uses formulas and procedures to solve problems involving measurement
 - a. Uses given formulas to find:
 - Area and perimeter of simple polygons
 - Surface area of rectangular containers
 - Volume of rectangular containers

ASE I/GED

(Low Adult Secondary Education)

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

1. Develops concepts, number sense, and number relationships relating to integers and rational numbers (e.g., whole numbers, decimals, fractions)
 - a. Estimates the square root of any whole number to the nearest whole number
 - b. Places integers in correct sequence
 - c. Adds, subtracts, multiplies, and divides positive and negative numbers
2. Demonstrates the relationships between the operations of addition, subtraction, multiplication, and division as they relate to integers
 - a. Explains the effect of addition, subtraction, multiplication, and division on positive and negative numbers
3. Selects and uses appropriate techniques while solving problems and determining the reasonableness of results
 - a. Represents and uses numbers with exponents
 - b. Uses computation, estimation, and proportions to solve word problems involving scientific notation
 - c. Uses computation, estimation, and proportions to solve word problems involving integers, exponents, and square roots

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

1. Constructs, reads, analyzes, and interprets tables, charts, and graphs
 - a. Chooses an appropriate graphic format to organize and represent data
 - b. Organizes collections of data into frequency charts, stem-and-leaf plots, scatter plots, and matrices
2. Makes valid inferences and predictions based on statistical analysis
 - a. Formulates predictions from a given set of data and justifies predictions
 - b. Compares a given prediction with the results
 - c. Differentiates between a sampling and a census
3. Uses measures of mean, median, mode, and range applied to a data set
 - a. Finds the mean, mode, range, median, and quartile of a data set
 - b. Applies the concepts of mean, mode, and median to draw conclusions about data
4. Determines probabilities through experiments and/or simulations and compares the results with prediction
 - a. Expresses probability as a fraction or percent

Indicator C: Applies algebraic concepts and methods to explore, analyze, or solve real life problems

1. Solves problems with formulas
 - a. Uses formulas on GED Math test (i.e., simple interest, distance, total cost) to solve word problems
2. Solves equations using addition, subtraction, multiplication, and division and checks by substituting the solution into the original equation
 - a. Solves a one-step equation and uses substitution to check answer
 - b. Solves a two-step equation and uses substitution to check answer
 - c. Analyzes and solves story problems involving one- and two-step equations
 - d. Solves ratio and proportion problems
 - e. Solves computations of cost, distance, and simple interest word problems
 - f. Determines slope of a line

Indicator D: Uses geometric properties, relationships, and methods to identify, analyze, and solve real-life problems

1. Demonstrates an ability to recognize, define, and apply geometric formulas and characteristics of rectangular coordinate planes, solid figures, and linear measurements in solving problems
 - a. Applies the appropriate geometric formula (i.e., area, perimeter, volume, Pythagorean relationship, distance between two points in a plane) from the GED Math test for problem solving
 - b. Solves problems using similarity and proportion
 - c. Solves problems using alternate interior angles
 - d. Defines and graphs ordered pairs on rectangular coordinate plane

Indicator E: Applies knowledge of standard measurements to real-life situations

1. Describes and converts complex measurement units
 - a. Converts units of measurement into equivalent units of measurement using proportion (e.g., 3 feet: 1 yard; 18 feet: 6 yards)
 - b. Uses scientific notation to express units of measurement in large scales (e.g., distance of sun from earth = 93,678,912 miles = 93.678912×10^6)
 - c. Uses scientific notation to express units of measurement in small scales using negative exponents
 - d. Demonstrates change of placement in converting measurement units in the metric system (e.g., 353mm = 35.3cm, 2.5km = 25,000cm)

ASE II (High Adult Secondary Education)

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

1. Develops concepts, number sense, and number relationships relating to integers and rational numbers (e.g., whole numbers, decimals, fractions)
 - a. Explains the meaning of absolute value, e.g., $|-8| = 8$

- b. Uses positive and negative exponents
- 2. Selects and uses appropriate techniques while solving problems and determining the reasonableness of results
- 3. Compares and contrasts the real number system and its various subsystems with regard to their structural characteristics
 - a. Classifies numbers as members of the sets (natural, whole, integers, rationals, and irrationals)
 - b. Compares subsets of the real number system with regard to their properties (commutative, associative, distributive, identity, inverse, and closure properties)

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

- 1. Constructs, reads, analyzes, and interprets tables, charts, and graphs
 - a. Evaluates the reasonableness of conclusions drawn from interpretation of data in a graphic format
- 2. Constructs and draws inferences including measures of central tendency, from charts, tables, graphs, and data plots that summarize data from real-world situations
 - a. Organizes collections of data into frequency charts, stem-and-leaf plots, scatter plots, and matrices and determines outliers
 - b. Constructs histograms, line graphs, circle graphs, and box-and-whisker plots
 - c. Uses mode, quartiles, and range as a means for effective decision making in analyzing the data
- 3. Applies curve fitting to make predictions from data
 - a. Draws a line or a curve which closely fits a scatter plot
- 4. Explains the effects of sampling on statistical claims and recognizes misuses of statistics
 - a. Differentiates between a biased and an unbiased sample
 - b. Recognizes the impact of interpreting data from a biased sample
- 5. Determines probabilities through experiments and/or simulations and compares the results with prediction
 - a. Uses simulations to estimate probabilities of real-life situations
 - b. Designs a statistical experiment based on a given hypothesis
- 6. Describes, in general terms, the normal curve and uses its properties to answer questions about sets of data that are assumed to be normally distributed
 - a. Determines if data gathered from a real-world situation fit a normal curve
 - b. Describes the central tendency characteristics of the normal curve
 - c. Makes simple predictions from data represented on the graph
- 7. Explains the concept of a random variable
 - a. Distinguishes situations where a random variable is needed or used
 - b. Uses a random number table or technology to generate random numbers in modeling real-life situations (e.g., select randomly who belongs in what group)
- 8. Applies measures of central tendency, variability, and correlation
 - a. Draws conclusions about the “spread” of data given the variance and standard deviation (e.g., compare sets of data with the same central tendency but with different variance)

- b. Determines, from a given plot of data, whether it has strong or weak, positive, or negative correlation

Indicator C: Applies algebraic concepts and methods to explore, analyze, or solve real life problems

1. Models real-world phenomena using functions and relations
 - a. Identifies the independent and dependent variables from a real-life situation
 - b. Expresses the relationship between two variables using a table, equation, graph, and matrix
 - c. Describes the relationship suggested by two or more graphs of related real-world situations
2. Interprets algebraic equations and inequalities geometrically and describes geometric relationships algebraically
 - a. Graphs a linear equation in two variables
 - b. Graphs a linear inequality in two variables
 - c. Determines slope and intercepts of a linear equation
 - d. Writes an equation of the line that passes through two given points
 - e. Determines from two linear equations whether the lines are parallel, are perpendicular, or coincide
3. Applies trigonometry to real-life problem situations (e.g., investigates how to find the distance across the river using similar triangles and trigonometric ratios; compares the sine and cosine curves to the curves of sound waves and tide variations)
 - a. Uses the definitions of trigonometric functions to find the sine, cosine, and tangent of the acute angles of a right triangle
 - b. Solves simple right-triangle trigonometric equations involving sine, cosine, and tangent
 - c. Uses an appropriate right-triangle trigonometric model to solve a real-life problem
4. Performs mathematical operations on expressions and matrices, and solves equations and inequalities
 - a. Simplifies numerical expressions using the order of operations including exponents
 - b. Evaluates algebraic expressions using substitution
 - c. Simplifies square roots and cube roots with monomial radicands that are perfect squares or perfect cubes
 - d. Evaluates numerical and algebraic absolute value expressions
 - e. Multiplies and divides monomial expressions with integer exponents
 - f. Solves linear equations and inequalities in one variable
 - g. Solves quadratic equations
 - h. Solves radical equations involving one radical
 - i. Solves proportions which generate linear or quadratic equations
 - j. Solves absolute value equations containing a single absolute value expression
 - k. Solves systems of linear equations in two variables
5. Translates among tabular, symbolic and graphical representations of functions
 - a. Creates a linear equation from a table of values
 - b. Creates a graph from a table of values

- c. Determines the solution to a system of inequalities in two variables, from a given graph (e.g., “Which of the shaded regions represents the solution to the system?”)
- d. Determines the solution to a system of equations in two variables, from a given graph

Indicator D: Uses geometric properties, relationships, and methods to identify, analyze, and solve real-life problems

1. Interprets and draws three-dimensional objects
 - a. Sketches prisms, pyramids, cones, and spheres
 - b. Classifies prisms, pyramids, cones, cylinders, and spheres by base shape, lateral surface shape, related surface area, and volume formulas
2. Represents problem situations with geometric models and applies properties of figures
 - a. Calculates surface areas and volumes of three-dimensional geometric figures given the required formulas
3. Deduces properties of figures using transformations in coordinate systems, identifying congruency, and similarity
 - a. Determines whether a figure is symmetric with respect to a line or a point
 - b. Gives the new coordinates of a transformed geometric figure
 - c. Determines the effects of a transformation on linear and area measurement of the original figure
 - d. Sketches the figure that is the result of a given transformation
4. Deduces properties of and relationships between figures from given assumptions
 - a. Finds similarities and differences among geometric shapes and designs using a given attribute (e.g., height, area, perimeter, diagonals, angle measurements)
 - b. Identifies arcs, chords, tangents, and secants of a circle
 - c. States valid conclusions using informal deductive reasoning
5. Translates between synthetic and coordinate representations (e.g., a straight line is represented by the algebraic equation $Ax + By = C$)
 - a. Verifies characteristics of a given geometric figure using coordinate formulas such as distance, mid-point, and slope to confirm parallelism, perpendicularity, and congruency
6. Recognizes and analyzes Euclidean transformations (e.g., reflections, rotations, dilations, and translations)
 - a. Classifies transformations based on whether they produce congruent or similar non-congruent figures
 - b. Determines whether a given pair of figures on a coordinate plane represents a translation, reflection, rotation, and/or dilation
 - c. Applies transformational principles to practical situations (e.g., enlarge a photograph)

Indicator E: Uses both inductive and deductive reasoning in making conjectures and testing the validity of arguments

1. Uses inductive and deductive logic to construct simple valid arguments
 - a. Constructs a simple informal deductive proof (e.g., write a proof of the statement: “You can fly from Bombay to Mexico City, given an airline schedule”)

- b. Produces a valid conjecture using inductive reasoning by generalizing from a pattern of observations (e.g., if $10' = 10$, $10' = 100$, $10' = 1000$, make a conjecture)
- 2. Determines the validity of arguments
 - a. Determines if the converse of a given statement is true or false
 - b. Draws a simple valid conclusion from a given if ... then statement and a minor premise
 - c. Lists related if...then statements in logical order
 - d. Distinguishes valid arguments from invalid arguments
 - e. Analyzes assertions about everyday life by using principles of logic (e.g., examine the fallacies of advertising)
 - f. Uses Venn diagrams to determine the validity of an argument
 - g. Recognizes the difference between a statement verified by mathematical proof (i.e., a theorem) and one verified by empirical data (e.g., women score higher than men on vocabulary tests)
- 3. Formulates counterexamples and uses indirect proof
- 4. Develops and analyzes algorithms
 - a. Constructs a counterexample to show that a given invalid conjecture is false (e.g., Nina makes a conjecture that $x' > x'$ for all values of x . Find a counterexample.)
 - b. Writes an algorithm that explains a particular mathematical process (e.g., tell a younger child how to find the average of two numbers)
 - c. Determines the purpose of a given algorithm
 - d. Determines whether given algorithms are equivalent

Adult Education ARIZONA SCIENCE STANDARDS

Standard: The adult learner applies methods of science and technology toward the advancement of personal and community well being.

Pre-Literacy (Beginning ABE [Adult Basic Education] Literacy)

Indicator A: Understands and uses the processes of scientific investigation and scientific ways of knowing. Able to design, conduct, describe, and evaluate these investigations.

Understands and applies concepts that unify scientific disciplines (Science as Inquiry)

1. Identifies and uses safe procedures in all science activities
2. Formulates basic questions about objects, organizations, events, and relationships in a natural and designed world
3. Organizes (e.g., sort, classify, sequence) objects, organisms, and events by different characteristics
4. States simple hypothesis about cause-and-effect relationships in the environment
5. Performs simple measures and comparisons
6. Observes and describes simple systems (e.g., ant farm, plant terrarium, aquarium)
7. States examples of scientific inquiry familiar from previous life experience

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present, and future (Science and Technology – Past, Present and Future)

1. Recognizes that all people can and do participate in science and technology
2. Identifies careers that apply science and technology
3. Identifies ways that scientific technology affects our daily lives, jobs, and recreation
4. Demonstrates the proper use of simple technology (e.g., scales, balances, magnifiers, computers)

Indicator C: Understands the characteristics of living things and the diversity of life.

Understands the interrelationships of matter and energy in living organisms and the interactions of living organisms with their environments (Life Science)

1. Describes the differences between living and non-living things
2. Describes the basic needs of living organisms for survival
3. Resources and distinguishes similarities and differences among diverse species
4. Identifies the various systems of the human body

Indicator D: Understands the nature of matter and energy including their forms, the changes they undergo, and their interactions (Physical Science)

1. Identifies the physical properties of objects
2. Describes the physical properties (length, mass, volume, temperature, texture, etc.) common to various tangible objects
3. Compares objects in terms of physical properties

Indicator E: Understands the composition, formative processes, and history of the Earth, the solar system, and the universe (Earth and Space Science)

1. Identifies the basic phenomena and dynamics of common objects in the sky (e.g. sunrise, moon, stars)
2. Identifies the position of the sun in relation to the nine planets
3. Identifies basic weather phenomena and their effect on daily activities
4. Identifies basic earth materials (rocks, soils, water, and gases) and their common uses
5. Identifies the major features of the earth's surface (mountains, rivers, plains, etc.)

ABE I

(Beginning Basic Education)

Indicator A: Understands and uses the processes of scientific investigation and scientific ways of knowing. Able to design, conduct, describe, and evaluate these investigations. Understands and applies concepts that unify scientific disciplines (Science as Inquiry)

1. Plans, designs, conducts, and reports on the conclusions of a basic experiment
 - a. Plans and designs an experiment
 - b. Predicts the results of an experiment
 - c. Conducts an experiment and record data
 - d. Reports through various means, the conclusions of an experiment
2. Recognizes that when an experiment is repeated under the same conditions, the results are the same
3. Collects, sorts, catalogs, classifies, observes, measures, sketches, interviews, and surveys scientific data
4. Constructs models (e.g., a volcano, a paper airplane, a solar system) that illustrate simple concepts and compare those models to what they represent
5. Identifies and records changes and patterns of change in a familiar system (e.g., solar system, aquarium, or any simple machine, such as a clock or bicycle)
6. Identifies parts of a familiar system, and describes relationships among those parts (e.g., a bicycle, a park, a clock)
7. Identifies observable patterns in adult learners' lives, and predicts future events based on those patterns
8. Explains how the form or shape of an object or system is frequently related to its use, operation, or function
9. Distinguishes between natural objects and objects made by humans

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present and future (Science and Technology – Past, Present and Future)

1. Recognizes that scientific contributions have been made by all kinds of people everywhere in the world

2. Describes the results of scientific inquiry in the world (e.g., a timeline of inventions, progression from simple to mechanized tools, understanding weather patterns)
3. Recognizes that scientific inquiry has produced much knowledge about the world, that much is still unknown, and that some things will always be unknown
4. Explains how asking and answering questions are part of the process of scientific investigation and compare prior knowledge to the results of a scientific investigation
5. Identifies occupations that require the application of science and technology
6. Identifies which resources are limited and which resources can be extended through recycling and decreased use
7. Describes how the application of science may be used to change the quality of life, for better or worse, for people
8. Explains how physical environments change due to human activity (e.g., irrigation, dams and levees, offshore drilling)
9. Describes populations, resources, and environments (e.g., habitat, ecosystem, resources, and environments)
10. Identifies and describes how technology (e.g., zipper, paper clips, computers) contributes to solving problems

Indicator C: Understands the characteristics of living things, the diversity of life, and how organisms change over time in terms of biological adaptations and genetics. Understands the interrelationships of matter and energy in living organisms and the interactions of living organisms with their environments (Life Science)

1. Describes and explains cause-and-effect relationships in living systems
2. Traces the life cycles of various organisms
3. Identifies the basic structures and describes the functions (of the basic structures) of plants and animals
4. Recognizes that component parts make up the human body systems (e.g., digestive, muscular, skeletal), including major organs (e.g., lungs, heart, skin) within systems
5. Recognizes that offspring within families have both similarities and differences
6. Identifies living versus non-living components within ecosystems and describes the interaction among the two
7. Describes relationships among various organisms in their environment (e.g., predator/prey, parasite/host, food chains, and webs)
8. Classifies organisms according to common characteristics (e.g., bones, appendages)
9. Identifies some characteristics that are common to all individuals of a species/group and recognizes why there are differences and what they are
10. Explains that all organisms cause changes, some beneficial and detrimental, in the environments where they live

Indicator D: Understands the nature of matter and energy including their forms, the changes they undergo, and their interactions (Physical Science)

1. Examines, describes, classifies, measures, and compares tangible objects in terms of common physical properties (e.g., length, mass, volume, temperature, size, weight, shape, texture, flexibility, color)
2. Creates mixtures (e.g., salt and sand, iron filings and soil) and separates them based on differences in properties

3. Recognizes that objects can be made of one or more materials
4. Demonstrates that light, heat, motion, magnetism, and sound can cause changes
5. Identifies the different states of matter and recognizes that matter can change and exist in one or more states
6. Recognizes that light travels in a straight line and can be reflected, refracted, or absorbed

Indicator E: Understands the composition, formative processes, and history of the Earth, the solar system, and the universe (Earth and Space Science)

1. Describes the basic Earth materials (rocks, soils, water, and gases) and their physical properties
2. Identifies the planets and describes their relationship to the Sun
3. Recognizes that a major source of the Earth's heat and light is the Sun and describes the motion of the Earth in relation to the Sun, including the concepts of day, night, year, and the seasons
4. Identifies the seasons and their characteristics
5. Identifies and describes the patterns of movement of objects visible in the sky over time (e.g., seasonal position of the sun, constellations, the moon)
6. Identifies major features of Earth's surface (e.g., mountains, rivers, plains, plateaus) and the natural processes and forces that shape the Earth's surface, including weathering, erosion, earthquakes, floods, and volcanic activity that gradually and rapidly shape the Earth's surface
7. Describes natural events (e.g., volcanoes, hurricanes, tornadoes, earthquakes), and explains how they affect humans
8. Investigates and describes the general characteristics of atmosphere and the fundamental processes of weather
9. Collects and records weather data and notes how human activities are affected by it
10. Describes the water resource, its uses, importance, and cyclic patterns of movement through the environment
11. Describes how fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at the time

ABE II **(Low Intermediate Basic Education)**

Indicator A: Understands and uses the processes of scientific investigation and scientific ways of knowing. Able to design, conduct, describe, and evaluate these investigations. Able to understand and apply concepts that unify scientific disciplines (Science as Inquiry)

1. Identifies a question, formulates a hypothesis, controls, and manipulates variables, devises experiments, predicts outcomes, compares and analyzes results, and defends conclusions
 - a. Distinguishes between a question and a hypothesis
 - b. Describes the functions of variables in an investigation
 - c. Predicts an outcome based on experimental data
 - d. Draws a conclusion based on a set of experimental data

2. Designs a model to illustrate a system (e.g., a mobile of the solar system)
3. Organizes and presents data gathered from their own experiences, using appropriate mathematical analyses and graphical representations (e.g., bar graph, line graph, frequency table, Venn diagram)
4. Identifies and refines questions from previous investigations
5. Recognizes that conclusions are tentative and open to modification as new data are collected
6. Analyzes the processes, parts and subsystems of a bicycle, a clock, or other mechanical or electrical device
 - a. Identifies the parts of a subsystem within a system
 - b. Describes the functions of a subsystem
 - c. States cause-and-effect relationships among components in mechanical or electrical devices
7. Analyzes the reliability of scientific reports from magazines, television, or other media, using evidence to support or refute a conclusion drawn from a scientific report

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present, and future (Science and Technology – Past, Present and Future)

1. Describes major scientific contributions
2. Describes how science and technology are interrelated
3. Provides different explanations for a phenomenon; defend and refute the explanations with evidence
4. Recognizes how scientific knowledge, thinking processes, and skills are used in a great variety of careers
5. Develops and uses a systematic approach to describe the risks associated with natural and biological hazards
6. Uses scientific findings to propose and evaluate solutions to a human or environmental problem (e.g., water pollution, malnutrition, fire hazards), and modify the solutions to the problem, if necessary
7. Evaluates the possible strengths and weaknesses of a given solution to a problem
8. Explains how technological solutions have intended benefits and unintended consequences
9. Analyzes how the introduction of a new technology has affected human activity (e.g., invention of the telescope, applications of modern telecommunications)

Indicator C: Understands the characteristics of living things, the diversity of life, and how organisms change over time in terms of biological adaptations and genetics. Understands the interrelationships of matter and energy in living organisms and the interactions of living organisms with their environments (Life Science)

1. Constructs a simple classification system based on physical characteristics of organisms
2. Identifies and differentiates between the basic structures and functions of various cells
3. Identifies the main structures of cells, tissues, and organ systems within an organism, and identifies the interrelationships among them

4. Identifies the major components of vital body systems and identifies the functions of those systems (e.g., digestion, respiration, reproduction, circulation, excretion, movement, control, coordination)
5. Describes organism adaptations or constancy over geologic time
6. Describes the role of genes in heredity, and distinguishes between physical characteristics which are, and are not, inherited
7. Describes the components of an ecosystem and how living components interact with non-living components. Explains that both components are interdependent within an ecosystem, including the adaptation of plants and animals to their environment

Indicator D: Understands the nature of matter and energy including their forms, the changes they undergo, and their interactions (Physical Science)

1. Examines, describes, compares, measures, and classifies objects and mixtures of substances based on common physical and chemical properties (e.g., states of matter, mass, volume, electrical charge, density, boiling points, pH, magnetism, solubility)
2. Distinguishes between mixtures and compounds
3. Identifies various types of energy sources and describes how energy is transferred
4. Identifies and predicts what will change and what will remain unchanged when matter experiences an external force or energy change (e.g., boiling a liquid; comparing the force, distance and work involved in simple machines)
5. Describes, measures, and calculates characteristics (e.g., speed, distance, mass, force, gravity) of moving objects and their interactions (e.g., force, velocity, acceleration, potential energy, and kinetic energy) within a system

Indicator E: Understands the composition, formative processes, and history of the Earth, the solar system, and the universe (Earth and Space Science)

1. Distinguishes between *revolution* and *rotation*
2. Describes common objects in the solar system and explains how they are related
3. Describes the layers of the Earth and their compositions
4. Explains how rocks, minerals, and soil are formed
5. Describes how life and environmental conditions have changed over time (geologic and recent)
6. Identifies Earth processes and compares the processes that affect the Earth today with those that occurred in the past
7. Explains how water is cycled in nature and identifies the distribution of water on Earth, underground, and in the atmosphere
8. Describes currents, waves, tides, and ocean floor features
9. Describes the basic characteristics of the Earth's bodies of fresh water and salt water
10. Describes the difference between weather and climate
11. Describes the properties and composition of the layers of the atmosphere
12. Explains how technology has impacted both Earth and space science

ABE III **(High Intermediate Basic Education)**

Indicator A: Understands and uses the processes of scientific investigation and scientific

ways of knowing. Able to design, conduct, describe, and evaluate these investigations. Able to understand and apply concepts that unify scientific disciplines (Science as Inquiry)

1. Formulates questions directed toward objects and phenomena that can be described
2. Designs and executes scientific investigations, testing only one variable at a time using a control
3. Presents information in a formal laboratory report including gathering, recording, organizing data accurately and making correct use of histograms, stem and leaf plots, scatter plots, circle graphs, flow charts, line graphs, bar graphs, charts, etc
4. Interprets data; establishes relationships based on evidence and logical argument; draws conclusions/explanations
5. Proposes, analyzes, and critiques alternative explanations of phenomena
6. Defines the terms: hypothesis, model, principle, law, theory, and paradigm
7. Explains how scientific theory, hypothesis generation, and experimentation are related
8. Recognizes that although all scientific ideas are tentative and subject to change, and theories may be disagreed upon where research is active, for most major ideas in science, there is much experimental and observational confirmation

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present, and future (Science and Technology – Past, Present and Future)

1. Compares and contrasts the goals of science and technology
2. Explains how scientific knowledge, thinking processes, and skills are used to solve problems in a variety of careers
3. Describes a technological discovery that has influenced science and a scientific discovery that has influenced technology. Determines scientific processes involved in technological advancement
4. Describes and compares the intended benefits and unintended consequences and/or risks of scientific and technologic innovations on society and the quality of life
5. Describes how technology affects the definition of, access to, and use of resources and the effects of population on those resources
6. Describes how human activities can induce hazards through resource acquisition, urban growth, land use decisions, and waste disposal
7. Analyzes the risk factors associated with natural, biological, chemical, social (occupational safety and transportation), and personal (smoking, diet, and drugs) hazards
8. Evaluates the merit of a proposed solution to a human or environmental problem
9. Gives an example that demonstrates that scientists have ethical codes that extend to potential risks to human subjects, property, and communities
10. Gives an example of the interplay between society and the research that gets funded

Indicator C: Understands the characteristics of living things, the diversity of life, and how organisms change over time in terms of biological adaptations and genetics. Understands the interrelationships of matter and energy in living organisms and the interactions of living organisms with their environments (Life Science)

1. Identifies the characteristics and structure of living things
2. Constructs classification systems for grouping organisms and identify organisms based on existing classification systems

3. Compares and contrasts the basic structures, components, and functions of different types of cells, tissues, and organs
4. Identifies the systems for digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination in the human body and how those systems work together
5. Describes the theory of evolution; able to describe species' diversity and adaptation, variation, and extinction over geologic time
6. Describes the role of chromosomes and genes in heredity
7. Distinguishes between dominant and recessive traits and describe information that is carried in a gene
8. Identifies the structure and function of systems (e.g., respiratory, digestive, circulatory, nervous), and the function of feedback and equilibrium
9. Explains and models the interaction and interdependence of living and non-living components within ecosystems, including the adaptation of plants and animals to their environment, food webs, resources, and energy

Indicator D: Understands the nature of matter and energy including their forms, the changes they undergo, and their interactions (Physical Science)

1. Examines, describes, compares, measures, and classifies objects and mixtures of substances based on common physical and chemical properties (e.g., states of matter, mass, volume, density, electrical charge, freezing and boiling points, pH, magnetism, solubility)
2. Classifies and describes matter in terms of elements, compounds, mixtures, atoms, and molecules
3. Describes how energy is a property of many substances, occurs in many forms (heat, light, electrical, mechanical, sound, nuclear, and chemical, either potential or kinetic), and can be transferred in many ways
4. Defines the law of conservation of energy
5. Identifies and predicts the properties of matter that will change or will remain unchanged when matter experiences an external force or energy change (e.g., changes of state due to heating and cooling, heat absorption and release when chemicals combine, comparing the force, distance and work involved in simple machines)
6. Describes, measures, and calculates quantities before and after a chemical or physical change within a system and uses that data to support the concept of conservation of mass within a closed system
7. Describes, measures, and calculates characteristics (e.g., speed, distance, mass, force, gravity) of moving objects and their interactions (e.g., force, velocity, acceleration, potential energy, kinetic energy) within a system using Newton's laws of motion

Indicator E: Understands the composition, formative processes, and history of the Earth, the solar system, and the universe (Earth and Space Science)

1. Describes and models the motion of the Earth in relation to the sun, including the concepts of day, night, season, and year
2. Describes common objects in the universe and explains their relationships including the concepts of multiple star systems, star clusters, galaxies, sun, moon, eclipses, planets, asteroids, comets, and gravity

3. Describes the composition (including the formation of minerals, rocks, and soil) and the structure of the Earth (including landforms, oceans, and lithospheric plates); explains the processes involved in the formation of the Earth's structures
4. Explains how fossils are formed and provides evidence of how life and environmental conditions have changed
5. Explains how Earth processes seen today, including erosion, movement of lithospheric plates, and changes in atmospheric composition, are similar to those that occurred in the past
6. Describes the distribution and circulation of the world's water through ocean currents, glaciers, rivers, ground water, and atmosphere
7. Describes the composition and physical characteristics (including currents, waves, tides, and features of the ocean floor) of the Earth's bodies of water
8. Describes the composition, properties, and structures of the atmosphere, such as the range and distribution of temperature and pressure in the troposphere
9. Observes, analyzes, and records weather patterns and data, including temperature, cloud types, humidity, and dew point over a period of time
10. Explains how technology has impacted both earth and space science by describing some technological advances that have impacted both

ASE I/GED

(Low Adult Secondary Education)

Indicator A: Understands and uses the processes of scientific investigation and scientific ways of knowing. Able to design, conduct, describe, and evaluate these investigations. Able to understand and apply concepts that unify scientific disciplines (Science as Inquiry)

1. Proposes solutions to practical and theoretical problems based on evaluating information gained from scientific investigations
2. Analyzes and evaluates the validity of conclusions based on scientific studies
3. Explains the concept of equilibrium and illustrates the relationship of form to function within natural and designed systems
4. Explains why keeping accurate and detailed records is important

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present, and future (Science and Technology – Past, Present and Future)

1. Describes how the factors of technology, personalities, world events, and societal views can affect the development and acceptance of scientific thought
2. Explains how an accepted idea could be challenged by scientific innovation
3. Illustrates how an invention or discovery could impact further scientific thought
4. Explains how peer review, reporting of methods and outcomes of investigations, and accepting criticism are important to the ethical traditions of science
5. Applies scientific thought processes of skepticism, objectivity, and logic to seek a solution to a personal or social/environmental issue
6. Illustrates how increasing human populations affect natural resources and environmental pollution
7. Identifies how technology can affect personal growth using two illustrations

8. Lists three factors that can affect population quality, size, growth, or stability, and identifies the effects of each factor

Indicator C: Understands the characteristics of living things, the diversity of life, and how organisms change over time in terms of biological adaptations and genetics. Understands the interrelationships of matter and energy in living organisms and the interactions of living organisms with their environments (Life Science)

1. Explains the processes of photosynthesis and respiration in the interdependency of plants and animals
2. Compares the purpose and process of mitosis with the purpose and process of meiosis
3. Describes how energy is used in maintenance, repair, growth, and development of cells
4. Predicts how change in an environmental factor can affect the success or failure of a population to survive
5. Describes how a single-celled organism carries out the function of each of the systems found in multi-celled organisms
6. Describes the physiology of each system in multi-celled organisms and how each relates to homeostasis
7. Identifies the relationship of DNA, genes and chromosomes and explain how a mutation affects this relationship

Indicator D: Understands the nature of matter and energy including their forms, the changes they undergo, and their interactions (Physical Science)

1. Explains how the sum of energy and matter in systems remains the same despite transference of energy and change in matter
2. Determines physical and chemical properties of a substance through observation, experimentation, and measurement
3. Uses the periodic table to predict the properties of elements and compounds
4. Identifies and measures qualitative and quantitative relationships associated with energy
5. Uses the law of conservation of energy to explain energy changes in chemical reactions
6. Differentiates among elements, atoms, and compounds and their relationship to each other
7. Relates equilibrium in Physical Science to homeostasis in Life Science

Indicator E: Understands the composition, formative processes, and history of the Earth, the solar system, and the universe (Earth and Space Science)

1. Suggests ways in which the following events affect living organisms: floods, droughts, earthquakes, heat waves, storms, sunspots, novas
2. Explains the principles of hydrology, including surface and ground water flows, aquifers, percolation, desalinization, and sources of water contamination and pollution
3. Uses the theory of plate tectonics to explain the relationship among volcanoes, earthquakes, mid-ocean ridges, and deep sea trenches
4. Describes how these forces shape the Earth: glaciation, landslides, volcanoes, earthquakes, and wind and water erosion

5. Differentiates among the theories of the origin of: the universe (Big Bang Theory), the solar system (nebular dust and gas), and life forms (evolution and creation)
6. Illustrates the Earth's tilt, rotation, and revolution and their effects on the seasons and the length of days

ASE II

(High Adult Secondary Education)

Indicator A: Understands and uses the processes of scientific investigation and scientific ways of knowing. Able to design, conduct, describe, and evaluate these investigations. Able to understand and apply concepts that unify scientific disciplines (Science as Inquiry)

1. Designs and conducts an investigation of a scientific problem, and reports results to peers, teachers, and others
2. Analyzes a scientific presentation by weighing the evidence and examining the logic in order to reach a decision to the reliability of the results
3. Predicts the effects of various factors on the equilibrium of a system
4. Analyzes an argument by reviewing current scientific understanding, weighing the evidence, and examining the logic so as to determine the validity of the argument

Indicator B: Understands the impact of science and technology on human activity and the environment as it relates to the past, present, and future (Science and Technology – Past, Present and Future)

1. Chooses a major invention or discovery of the past and illustrates how that development affected society and further scientific developments
2. Traces the development of a selected invention, theory, or discovery from its inception to modern day
3. Proposes and tests a solution to an existing social or personal problem
4. Designs a product to meet a personal or societal need, tests the product, and evaluates the test results
5. Differentiates among sudden disastrous natural occurrences and slower progressive natural hazards and their effects on human populations
6. Suggests several possible ways to avoid the effects of natural disasters on human populations
7. Identifies the basic processes of natural ecosystems, and explains how these processes affect and are affected by humans

Indicator C: Understands the characteristics of living things, the diversity of life, and how organisms change over time in terms of biological adaptations and genetics. Understands the interrelationships of matter and energy in living organisms and the interactions of living organisms with their environments (Life Science)

1. Explains how exposure to certain factors (e.g., sunlight, ozone, drugs, nitrates) may increase the rate of mutation and cause variances in human diversity
2. Describes how mutations contribute to genetic diversity
3. Using scientific evidence, illustrates that descent from common ancestors produced today's diversity of organisms

4. Describes how an environmental change could affect various species within an ecosystem

Indicator D: Understands the nature of matter and energy including their forms, the changes they undergo, and their interactions (Physical Science)

1. Demonstrates the use of conceptual models in science (e.g., graphs, diagrams, formulae, etc.)
2. Uses the universal laws of gravitation to predict how gravity force changes with a change of distance and/or mass
3. Uses the 1st Law of Thermodynamics to explain the energy changes in a physical system
4. Describes a sequence of events that illustrates the 2nd Law of Thermodynamics
5. Differentiates between gravitational and electromagnetic forces

Indicator E: Understands the composition, formative processes, and history of the Earth, the solar system, and the universe (Earth and Space Science)

1. Discusses the costs, benefits, and consequences of natural resource exploration, development and consumption
2. Analyzes energy in the Earth's system, including radioactive decay, geo-chemical cycles, gravitational energy, internal and external sources of energy, weather, and climate
3. Describes the factors that influence the reuse, recycling, and conservation of water
4. Analyzes how weather is influenced by natural and artificial features and by natural and artificial dynamic processes

Adult Education

ARIZONA SOCIAL STUDIES STANDARDS

Standard: The adult learner uses and applies social advancement studies concepts in a variety of situations.

Pre-Literacy

(Beginning ABE [Adult Basic Education] Literacy)

Indicator A: Applies the behavioral science concepts of psychology, sociology and anthropology to personal and community situations

1. Describes moods and emotions
2. Describes family structure and relationships

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his role as a consumer, worker, and citizen

1. Describes how family units produce, consume, and exchange scarce resources

Indicator C: Demonstrates use of geographic tools to locate and analyze information about people, places, and environments

1. Defines and demonstrates directional words and phrases (left, right, north, and south)
2. Recites address including city, state, and country
3. Recognizes maps and globes and what they represent

Indicator D: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials

1. Sequences days, months, holidays, and personal life events in chronological order
2. Using primary source materials, including photographs, artifacts, and interviews, traces the history of a family including important places, events, documents, and customs
3. Describes personal family events from the past recognizing that some aspects change (i.e., dress, food, shelter) while many core values and beliefs remain the same

Indicator E: Recognizes key historical places, events, documents, cultures, and persons in world, United States, and Arizona history; analyzes their significant patterns, themes, ideas, and interrelationships

1. Describes the way people lived in earlier days and how their lives would be different today, including examples from Ancient Egypt, Greece, Rome, and American colonial times
2. Describes examples of honesty, courage, determination, and individual responsibility in American and world history

Indicator F: Demonstrates knowledge of the structures, functions, and symbols of government and applies these to citizenship

1. Recognizes how different family members protect one another
2. Identifies the purposes of laws and consequences of breaking a law
3. Explains the voting process in Arizona
4. Identifies that elected officials make laws
5. Explains citizen's basic rights
6. Explains that American people come from many places to form one nation
7. Recites the Pledge of Allegiance
8. Recites or recalls the words to the "Star Spangled Banner"
9. Recognizes national symbols that represent American democracy and values

ABE I

(Beginning Basic Education)

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

1. Discusses attitudes and prejudice
2. Discusses formation of personal values and beliefs
3. Discusses the effects of social stratification, ethnicity, and gender on individual beliefs, attitudes, and behavior

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his/her roles as a consumer, worker, and citizen

1. Describes how scarcity affects his/her daily life
2. Describes the characteristics of production, distribution, and exchange in an economy

Indicator C: Demonstrates use of geographic tools to locate and analyze information about people, places, and environments

1. Describes and defines natural features (landforms, bodies of water, mountain, desert, natural resources, etc.)
2. Draws simple maps to give directions to local points
3. Locates current position on a map or globe
4. Defines longitude and latitude
5. Recognizes and locates specific land masses and bodies of water
6. Describes how people depend on the physical environment and its natural resources to satisfy their basic needs

Indicator D: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials

1. Sequences events in one's personal life in chronological order using a timeline
2. Sequences key eras in world, United States, and Arizona history
3. Describes the importance of individual action and character through the lives of famous persons from recent world, United States, and Arizona history

Indicator E: Recognizes key historical places, events, documents, cultures, and persons in world, United States, and Arizona history; analyzes their significant patterns, themes, ideas, and interrelationships

World History

1. Describes Egypt and China, including the contributions of written language, calendars, and architectural monuments such as the pyramids and the Great Wall of China
2. Describes the ancient civilizations of Greece and Rome, including the music, art, religion, and sports.

United States History

1. Describes the distinctive economies, symbols, customs, and oral traditions of the Native Americans of Arizona

Indicator F: Demonstrates knowledge of the structures, functions, and symbols of government and applies these to citizenship

1. Describes the basic structure of the republican-democratic form in the United States government
2. Explains the basic structures of communism, dictatorships, monarchy, and theocracy

ABE II

(Low Intermediate Basic Education)

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

1. Identifies the components of personality
2. Defines group norms, values, and beliefs
3. Discusses why and how groups form

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his/her roles as a consumer, worker, and citizen

1. Uses basic economic concepts (exchange, opportunity costs, specialization, price) to describe key economic events in United States history
2. Uses charts, bar graphs, and pie charts to describe and analyze basic economic concepts

Indicator C: Demonstrates use of geographic tools to locate and analyze information about people, places, and environments

1. Interprets and use a map key
2. Uses longitude and latitude to locate positions on a map or globe
3. Describes the characteristics of maps and their uses
4. Draws an accurate map after being given a description of a place
5. Describes how people can conserve and replenish certain resources

Indicator D: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials

1. Applies chronological terms correctly, including decade, century, and generation

2. Identifies and locates primary and secondary information resources
3. Distinguishes fact from fiction in historical stories
4. Interprets historical data in the form of simple graphs and tables

Indicator E: Recognizes key historical places, events, documents, cultures, and persons in world, United States, and Arizona history; analyzes their significant patterns, themes, ideas, and interrelationships

World History

1. Describes the cultures of the ancient civilizations of Egypt, Africa, Mesopotamia, Asia; the Aztecs, Mayas, and Mound Builders; and Greece and Rome and identifies their major contributions to later civilizations
2. Describes the cultures of pre-medieval, medieval Europe, Asia, Africa, and the Americas; describes major achievements in science and philosophy

United States History

1. Describes the exploration and conquest of the New World by European explorers, including their goals, challenges, successes, and failings
2. Describes the political, religious, and economic aspects of North American colonization
3. Explains the reasons for dissatisfaction with English rule among the colonists and how that contributed to the American Revolution
4. Describes the people and events associated with the development of the United States republic
5. Describes and locates areas of American expansion into the West and its impact on indigenous peoples
6. Identifies the major events leading to the Civil War
7. Defines the Industrial Revolution and its effects on American life
8. Identifies the countries involved in World War I and the major causes
9. Identifies the countries involved in World War II and the major causes
10. Identifies the purpose and date of establishment of the League of Nations and the United Nations
11. Identifies important inventions of the 20th century

Indicator F: Demonstrates knowledge of the structures, functions, and symbols of government and applies these to citizenship

1. Identifies the fundamental values of Colonial America (individualism, religious freedom, etc.)
2. Identifies fundamental principles in the Declaration of Independence
3. Identifies the fundamental principles of the United States Constitution
4. Explains the powers granted to the President, Congress, and the Supreme Court
5. Explains the relationship among the Magna Carta, the Declaration of Independence, the Articles of Confederation, the Constitution, and the Bill of Rights

ABE III**(High Intermediate Basic Education)**

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

1. Describes personality development
2. Describes the impact of norms, values, and beliefs on specific group behaviors
3. Discusses why and how cultures and societies form

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his/her roles as a consumer, worker, and citizen

1. Describes the operation of a market-economy
2. Describes the factors that cause economic growth
3. Applies the concept of scarcity to family, community, and business choices and decision making

Indicator C: Demonstrates use of geographic tools to locate and analyze information about people, places, and environments

1. Describes the purposes of, and differences among, maps, globes, and aerial photographs
2. Describes and locates major natural and human-made features that define regions in the US and in the world
3. Constructs and interprets maps, charts, graphs, and geographic databases
4. Describes the causes for and effects of migration and settlement of places
5. Describes how people have depended on the physical environment and its natural resources to satisfy their basic needs and the consequences to the natural environment

Indicator D: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials

1. Constructs various timelines of key events, people, and periods of the historical era being studied and explains how major events are related to each other
2. Uses primary and secondary information resources to report on places, events, documents, and persons from recent and past world, United States, and Arizona history
3. Frames questions that can be answered by historical study and research
4. Analyzes an historical source and identifies the author's main points, purpose, and when he or she is giving an opinion or stating facts

Indicator E: Recognizes key historical places, events, documents, cultures and persons in world, United States, and Arizona history; and analyzes their significant patterns, themes, ideas, and interrelationships

World History

1. Describes the economic and political considerations leading to World War I

2. Describes the economic and political considerations leading to World War II
3. Describes the causes and effects of World War II and the role of the United States in it
4. Describes the origins, functions, and impact of the League of Nations
5. Describes the origins, functions, and impact of the United Nations

United States History

1. Describes the reasons for colonization; including religious freedom, desire for land, economic opportunity, and a new life, and the key differences among the Atlantic colonies and the role and views of key individuals who founded them
2. Describes the economic and political causes, key individuals, and consequences of the American Revolution
3. Describes the narrative of the people and events associated with the development of the United States Constitution and describe its significance to the foundation of the American Republic
4. Explains how the United States acquired additional territory and the concept of Manifest Destiny
5. Describes the economic and political causes, the course and consequences of the Civil War, including how it divided the American people
6. Describes the character and lasting consequences of Reconstruction
7. Describes the transformation of the American economy and the changing, social, economic, and political conditions caused by the Industrial Revolution
8. Describes the causes and effects of the Great Depression
9. Describes the economic and political considerations leading to the Korean Conflict and the Vietnam War and the results of both
10. Describes the impact of 20th century inventions on everyday life

Indicator F: Demonstrates knowledge of the structures, functions, and symbols of government and applies these to citizenship

1. Identifies fundamental constitutional rights expressed in the Bill of Rights (e.g., freedom of religion, expression, due process, right to a fair trial)
2. Explains the concepts of federalism, separation of powers, and checks and balances
3. Explains the relationships among federal, state, county, city/town, and tribal governments
4. Explains the legal obligations and responsibilities of citizenship
5. Explains the importance of political decision making, petitioning public officials, and analyzing issues
6. Describes the processes of recall, referendum, and initiative in Arizona

ASE I /GED

(Low Adult Secondary Education)

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

1. Discusses various theories of personality development
2. Discusses the advantages and disadvantages of living in rural, urban, and suburban communities
3. Traces the development of urban communities

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his/her roles as a consumer, worker, and citizen

1. Describes the basic principles of microeconomics
2. Describes how economic concepts relate to personal financial choices (e.g., interest, credit, savings, investment)
3. Analyzes the similarities and differences among market, command, and mixed economic systems
4. Describes the basic principles of macroeconomics
5. Analyzes the implications of scarcity at a national level
6. Describes the effects of international commerce between the United States and other nations

Indicator C: Demonstrates use of geographic tools to locate and analyze information about people, places, and environments

1. Explains and interprets basic patterns of geo-political, population and cultural geography
2. Describes natural and demographic characteristics of places and uses this knowledge to define regions, their relationships, and patterns of change
3. Explains how geographic factors affect human activities
4. Constructs and interprets thematic maps, depicting various aspects of the United States and world trade and culture
5. Explains the changes in the meaning, use, and distribution of natural resources

Indicator D: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials

1. Applies chronological and spatial thinking to understand the meaning, implications, and import of historical and current events
2. Assesses the credibility of primary and secondary sources and draws sound conclusions from them
3. Evaluates different historical accounts and opinions of the same event, person, or issue
4. Frames open-ended questions suitable for historical study and research to gather pertinent information
5. Interprets historical persons, documents, events, and issues in the context of their time

Indicator E: Recognizes key historical places, events, documents, cultures, and persons in world, United States and Arizona history; and analyzes their significant patterns, themes, ideas, and interrelationships

World History

1. Recognizes various forms of religion and government of ancient civilization; including the traditions, customs, beliefs, and enduring impacts of each in today's world
2. Describes the geographic, political, economic, and social characteristics of the Ancient Greek and Roman Civilizations, with emphasis on the development of concepts of government and citizenship and scientific and cultural advancements

3. Describes the rise of commerce, trade, and the merchant class in Medieval Europe, including the impact of the Catholic Church and the Crusades
4. Explains how the Renaissance and Reformation influenced education, art, religion, and government in Europe
5. Analyzes the origins, obstacles, and impacts of the Age of Exploration
6. Explains the worldwide causes and effects of the Industrial Revolution
7. Describes the major events of World War I and the role of the United States
8. Describes the major events of World War II and the role of the United States
9. Describes the worldwide impact of post-World War II technology on living patterns, popular culture, and the environment

United States History

1. Describes the political, religious, and economic aspects of North American colonization, including the institutionalization of slavery and the early representative government and democratic practices that emerged
2. Describes the aspirations, ideals, and events that served as the foundation for the creation of a new nation forged from 13 states
3. Describes the worldwide spread of the ideas of the American Revolution
4. Describes the reasons for and destination of the major westward migrations and the impact of such expansion on American Indian nations, including broken treaties and the Long Walk of the Navajos
5. Discusses the character and lasting consequences of the Civil War, including the attempts to protect the rights of freedmen and heightened racial antagonism as exemplified by the rise of the Ku Klux Klan
6. Explains the Industrial Revolution in terms of the impact of technological innovations and mass production, urbanization, immigration, unionism, social welfare
7. Describes the human and natural crises of the Great Depression and the policies and controversies that emerged from the New Deal
8. Analyzes the impact of World War II and the Cold War on United States foreign policy
9. Describes the confrontations with communism, including the Berlin Blockade, Berlin Wall, Bay of Pigs, Cuban Missile Crisis, Korea, and Vietnam
10. Analyzes the Voting Rights, Civil Rights, and Women's Rights movements

Indicator F: Demonstrates knowledge of the structures, functions, and symbols of government and applies these to citizenship

1. Explains the inalienable rights of individuals and the purpose of government
2. Cites Judeo-Christian ideas relevant to the development of the United States Republic
3. States why and how the United States Constitution was created
4. Analyzes the rights, protection, limits, and freedoms included in the United States Constitution and its amendments
5. Discusses skills needed to participate in America's government
6. Explains the right to vote and the events that led to African Americans, Native Americans, and women gaining this fundamental right
7. Describes the poll tax and how it discriminated against certain people
8. Analyzes the structures, powers, and roles of the executive, legislative, and judicial branches of the US government

ASE II
(High Adult Secondary Education)

Indicator A: Applies the behavioral science concepts of psychology, sociology, and anthropology to personal and community situations

1. Develop a personal mission statement incorporating personal values and beliefs

Indicator B: Employs basic economic concepts, evaluates problems, and makes rational choices in his roles as a consumer, worker, and citizen

1. Describes how households and firms are interdependent and how their relationship is affected by trade, exchange, money, and banking
2. Analyzes and evaluates the role of government in the mixed market economy of the United States
3. Interprets and predicts the effects of international commerce in the United States and other nations
4. Uses tables, graphs, diagrams, and charts to analyze economic information germane to current events

Indicator C: Demonstrates use of geographic tools to locate and analyze information about people, places, and environments

1. Constructs and interprets maps using fundamental cartographic principles to infer geographic relationships and features
2. Describes the economic, political, cultural, and social processes that interact to shape patterns of human population, interdependence, cooperation, and conflict
3. Uses geographic knowledge to explain past, interpret present, and anticipate future issues
4. Explains policies and programs for resource management, including the trade-off between environmental quality and economic growth

Indicator D: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials

1. Compares the present with the past; evaluating the consequences of past events and decisions and determining the lessons learned
2. Traces the development of an author's argument, viewpoint, or perspective in an historical account
3. Shows connections between particular events and larger social, economic, and political trends and developments
4. Applies historical skills to analyze modern regional conflicts in the world and develop historical interpretations
5. Examines different points of view on the same historical events and determines the context in which the statements were made, including the questions asked, the sources used, and the author's perspectives
6. Draws personal predictions and conclusions on current events to explain how they are like or unlike past history and defend the position based on that past history

7. Traces the impact of past persons, cultures, documents, and events on current beliefs and values

Indicator E: Recognizes key historical places, events, documents, cultures, and persons in world, United States, and Arizona history; and analyzes their significant patterns, themes, ideas, and interrelationships.

World History

1. Describes the democratic and scientific revolutions as they evolved throughout the Enlightenment
2. Analyzes patterns of change during the 19th century era of imperialism from varied perspectives
3. Explains the rise of nationalism and the ethnic and ideological conflicts and how they led to World War I
4. Describes the major turning points of World War I and the final outcome
5. Analyzes the rise of totalitarianism and influence of world conflicts and how they led to World War II
6. Describes the principal theaters of battle, major turning points, and geographic invasions, the use of the atomic bomb, and the reasons for the Allied victory
7. Describes the major international developments after World War II, including the creation of the state of Israel, the rebuilding of Western Europe, Soviet control of Eastern Europe, and Mao and the Chinese Revolution
8. Evaluates the ideologies and outcomes of independence movements in the emerging third world

United States History

1. Applies the skills of historical analysis to current social, political, geographic, and economic issues facing the United States; including the reasons for and impact of the nation's changing immigration policy, the persistence of poverty, and the new world order

Indicator F: Demonstrates knowledge of the structures, functions, and symbols of government and applies these to citizenship

1. Analyzes the rights, protections, limits, and freedoms included in the Constitution and Bill of Rights with emphasis on the conflicts that arise between rights (e.g., the tension between right to a fair trial and freedom of the press and between majority rules and individual rights)
2. Explains the rights and obligations of the citizens with emphasis on the connection between self-interest and common good
3. Discusses how African Americans, Native Americans, and women used activism to get the right to vote
4. Describes the Electoral College, including how the numbers are calculated, how the votes are earned, how the Electoral College nullifies some votes, why votes in sparsely populated states have less leverage, the role of delegates, and how it is possible to be elected without a majority vote
5. Analyzes the historical sources and ideas of the United States government, including the influence of the Greeks, Romans, and the great political philosophers
6. Explains the Federalist and Anti-Federalist arguments for and against the Constitution

ARIZONA TECHNOLOGY CONTENT AND PERFORMANCE EDUCATION STANDARDS

Vision

Extraordinary Adult Education provides opportunities for anytime, anywhere lifelong learning through state-of-the art technology-assisted instruction, which keeps our workforce globally competitive and enhances community, family, and personal growth.

GOAL I-Adult learners will have equal access to and opportunity for technology-related skill development.

GOAL II-Adult Education instructors will be competent, trained in, and have access to state-of-the-art technology to enhance their professional development and instructional abilities.

Standard: The adult learner will develop technology skills and apply related concepts toward the achievement of personal, family, workplace, and community goals.

Definitions of performance levels:

- **Beginning:** Exhibit familiarity with basic technology terms and usage after some instruction.
- **Approaching:** Perform operations using technology and create products with assistance.
- **Met:** Use technology and create products with little or no assistance.
- **Exceeds:** Demonstrate technology skills above those of most users: create products independently, research new concepts, and assist other users.

Indicator A. Social and Ethical Issues:

Students understand the social and ethical issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information, and software.

Sub-Topic 1. Discuss and practice responsible use of technology and demonstrate respect for others

Beginning

Do not bring food, beverages, or objects that are potentially harmful near the equipment.
Recognize that damaging school equipment is destruction of public property.
Leave technology the way it was found.

Approaching

Practice proper care of software (e.g., memory/storage devices).
Describe and practice safe Internet usage (e.g., does not post inappropriate or harmful material, do not reveal personal information).
Describe and practice legal and ethical behaviors when using technology (e.g., do not copy, alter, delete, or move others' work)
Describe and practice password security Understand the consequences of plagiarism, such as:

- Loss of grade/class credit
- Expulsion
- Loss of public credibility
- Loss of job
- Legal action such as fines, and/or imprisonment

Shut down programs and equipment properly.

Discuss the advantages and disadvantages of widespread uses of and reliance on technology in the workplace and in society as a whole.

Met

Describe and practice “netiquette” when using the Internet and e-mail (e.g., publish photographs of people only with their permission).

Follow the rules for deciding when permission is needed for using the work of others

Adhere to copyright laws and “fair use” guidelines.

Routinely and ethically conduct research using productivity tools and communication tools to solve a problem.

Avoid plagiarism by:

Paraphrasing

Properly citing sources

Obtain permission to use the work of others.

Do not download unauthorized files or programs.

Recognize that piracy of copyrighted material is illegal.

Describe computer viruses and ways to protect computers or any other technology from them.

Exceeds

Explain personal liability issues related to security systems to protect technologies (e.g., use of passwords and the importance of protecting them).

Discuss the negative impact of unauthorized intrusions into networked data and describe actions to prevent these intrusions (e.g., hacking, spamming, manipulating, or deleting data).

Cite electronic research sources following a prescribed format.

Advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.

Indicator B. Fundamental Operations and Concepts

Students demonstrate a sound understanding of the nature and operation of technology systems and are proficient in their use.

Sub-Topic 1. Communicate about basic technology components using appropriate and correct vocabulary related to external and internal computer or other technology operations.

Beginning

Use correct vocabulary, including:

- ___ Backspace
- ___ Caps lock/Shift keys
- ___ CD ROM
- ___ CPU
- ___ Cursor
- ___ Delete
- ___ Desktop
- ___ Directional keys
- ___ Disk drive
- ___ Enter/Return key

- ___ Hard drive
- ___ Hardware
- ___ Icon
- ___ Keyboard
- ___ Menu
- ___ Monitor
- ___ Mouse
- ___ Open/Close
- ___ Print
- ___ Printer
- ___ Save
- ___ Save as
- ___ Software
- ___ Space bar
- ___ Toolbar
- ___ Word processing

Approaching

Use correct vocabulary, including:

- ___ Copy/cut and paste
- ___ Dialog box
- ___ Download
- ___ E-mail
- ___ File
- ___ Folder
- ___ Font
- ___ Help button
- ___ Internet
- ___ Minimize/Maximize
- ___ Peripherals
- ___ Pull-down menu
- ___ Scroll bar
- ___ Spell/Grammar check
- ___ Task bar
- ___ Undo/Redo
- ___ Virus
- ___ Virus protection
- ___ Windows
- ___ Wizard
- ___ Zip (compression)
- ___ Zip (uncompression)

Met

Use correct vocabulary including:

- ___ Application
- ___ Browser

- ___ Formatting
- ___ Function keys
- ___ Header/Footer
- ___ Hyperlink (link)
- ___ ISP
- ___ Modem
- ___ Operating system
- ___ PDF
- ___ Pop-ups/updates/plugins
- ___ Proofreading marks
- ___ RAM
- ___ Search engines
- ___ Surfing
- ___ Thesaurus
- ___ URL/http/:
- ___ Web site

Exceeds

Use correct vocabulary including:

- ___ Boolean logic
- ___ Defragment
- ___ LAN (WAN)
- ___ MP3
- ___ Network
- ___ Remote
- ___ Server
- ___ Streaming video/audio
- ___ Template
- ___ Wireless (Wi-Fi)

Sub-Topic 2. Use input devices effectively (e.g., keyboard, touch screens, glide pads, stylus, joystick, mouse).

Beginning

Recognize and use computers in everyday life (e.g., gas pumps, ATMs, grocery scanners, copy machines, airline check-in).

Use alphanumeric keyboard to enter text and data.

Perform specific tasks using an application that was previously launched.

Perform point-and-click and scrolling operations with the mouse.

Approaching

Turn computer on and off safely.

Log on and use password.

Launch and quit applications.

Use mouse to highlight and drag.

Use shortcut keys

Met

Uses right click function of mouse.

Use shift and control key to highlight multiple areas.

Exceeds

Use function key shortcuts.

Assist others with start up/shut down procedures and input devices

Sub-Topic 3. Navigate within various applications.**Beginning**

Recognize toolbar icons of opened programs and their functions.

Use directional keys, backspace, and space bar.

Approaching

Recognize multiple ways to perform the same operation.

Open, close, minimize, and maximize various applications.

Move through document using various scrolling methods.

Use pull-down menus.

Apply highlighting, drag-and-drop, and copy/cut and paste.

Met

Uses right click for appropriate applications.

Open and manage multiple applications.

Recognize shortcuts in pull-down menus.

Exceeds

Uses function keys as one of the optional approaches to tasks.

Work with multiple applications to accomplish a single task (e.g., merge addresses, insert spreadsheets).

Sub-Topic 4. Retrieve and save files to hard drive, disk, or other memory device.**Beginning**

(no performance standard indicated at this level)

Approaching

Name and save files to a specified location.

Retrieve and open files.

Recognize file extensions.

Met

Find files using search function.

Create and manage folders.

Exceeds

Archive/back up files.

Recognize the difference between WAN and LAN.

Advanced file search

Sub-Topic 5. Print documents.**Beginning**

Print using printer icon from toolbar.

Approaching

Print using file menu.

Print from print preview.

Met

Print using print options.

Exceeds

Change default printer.

Sub-Topic 6. Identify and apply strategies for solving routine hardware and software problems that occur in everyday use.**Beginning**

Check to be sure computer, monitor, and printer are turned on and plugged in. __ Ask others for help.

Approaching

Check connections of computer and peripherals.

Restart the computer.

Use Help icon and/or Help Assistant.

Read a dialog box and follow instructions.

Met

Use multiple methods to restart the computer.

Access online help.

Recognize the presence and symptoms of a virus and seek assistance for a cure.

Troubleshoot problems with frequently used programs.

Unfreeze computer programs.

Exceeds

Consult manuals to solve problems.

Add/delete/reinstall/ software with permission of instructor.

Check for viruses and address problem appropriately.

Troubleshoot and repair problems with peripherals.

Troubleshoot and repair problems with files and disks.

Install Spyware/ Adware

Understand cookies

Indicator C. Technology Productivity Tools

Students use technology to enhance learning, productivity and creativity.

Sub-Topic 1. Make informed technology choices for directed, independent, and collaborative learning activities.

Beginning

Develop awareness of technology (e.g., computers, calculators, VCRs, ATMs, electronic kiosks, cell phones).

Approaching

Select technology appropriate to the task (e.g., Should a word processing program or presentation software be used? Should a tape recorder or MP3 player be used?).

Met

Discuss different products from a consumer's point of view.

Discuss advantages and disadvantages of various technology choices (e.g., different word processing programs).

Exceeds

Research advantages and disadvantages of different products from a consumer's point of view. Evaluate effectiveness of technology choices.

Sub-Topic 2. Use technology to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

Beginning

Develop awareness of technological and specific software options available to address learning needs/styles.

Approaching

Select technology based upon personal learning needs/styles (e.g., voice recognition, CD ROM programs, assistive devices, language translator, readers, large print).

Met

Use specific technology that addresses personal learning needs/styles.

Accommodate personal learning needs by utilizing calculators, spell/grammar check, and thesaurus.

Customize desktop and toolbars for personal preferences with permission of instructor.

Exceeds

Discuss other forms of technology that addresses others' individual learning needs/styles.

Demonstrate integrated use of three or more forms of technology/media (e.g., word processing, Internet, tape recorder, CD ROM, TV, DVD, VCR).

3. Use technology for managing personal/professional information.

Beginning Develop awareness of available technology to manage personal information (e.g., finances, taxes, purchases, calendars, schedules, addresses).

Approaching

Select appropriate format for managing personal information needs.

Met Enter data into a simple spreadsheet (e.g., recording attendance hours).

Use telecommunications to access remote information (e.g., calling ahead to check on availability or location, check email or bank records).

Exceeds Prepare and manage spreadsheet.

Indicator D. Technology Communications Tools

Students use technology to communicate information and ideas effectively to various audiences.

Sub-Topic 1. Use online resources to communicate and collaborate

Beginning

Print online forms and job applications and complete them using a pen

Approaching

Create an e-mail account

Compose, send, delete, and receive email

Complete online forms and job applications

Met

Create and manage an address book (e.g., create new contacts, group lists)

Attach files to e-mails

Create and manage email folders

Sort email

Independently access online forms and job applications

Exceeds

Set up and use shared folders

Access and use instructional chat rooms

Access and use Instant Messaging

Communicate via bulletin/message boards, online discussion groups, listservs, and newsgroups

Sub-Topic 2. Create products for multiple audiences

Beginning

Develop awareness of available multimedia choices that address sound, visuals, motion, and text (e.g., tape recorders, photography equipment, TVs, DVDs, VCRs, computers, peripherals, and print media)

Approaching

Understand various formatting choices (e.g., font, page set up, margins)

Use spell/grammar check

Select appropriate multimedia according to the task and abilities of the learner

Met

Select a design layout and format a document (e.g., font, page set up, line spacing, indents)

Create a job-related word processing document (e.g., memo, cover letter, résumé)

Create simple tables

Enter data into a spreadsheet or database

Insert a graphic into a document __ Utilize software tools to edit/revise documents (e.g., dictionary/ thesaurus, track changes, etc.)

Exceeds

Use a template and/or wizard

Edit a product by inserting “comments” and using “track changes.”

Create a final product using spreadsheet software, database software, presentation software, web page design software, and/or desktop publishing

Create a product incorporating two or more media (e.g., sound, animation, digital photography, video capture)

Assist others in creating products

Indicator E. Technology Research Tools

Students develop and implement a research strategy to find accurate, relevant, and appropriate information sources.

Sub-Topic 1. Utilize a computer to locate and collect information.

Beginning

Develop awareness of various research tools and resources.

Approaching

Select and use appropriate research tools and resources to obtain information (e.g., electronic card catalog, search engines, CD ROM).

Locate two or more sources of information.

Met

Perform a search by subject, keyword, and author.

Use “Find” to locate information in document.

Identify author/source/ date of information).

Exceeds

Search using Boolean logic and/or advanced search techniques.

Sub-Topic 2. Interpret and evaluate the accuracy, bias, and comprehensiveness of information sources.

Beginning

Define primary source and secondary source.

Approaching

Identify whether information is from a primary or secondary source.

Met

Identify the source of online information using the components of a URL (e.g., .gov, .edu, .com, .net, .uk)

Discuss bias, timeliness, and credibility of sources.

Exceeds

Verify accuracy of information by researching two or more sources.

Sub-Topic 3. Organize and present results of the research.

Beginning

Save location of information by using bookmarks/favorites.

Approaching

List and organize collected information (e.g., bookmarks/ favorites, tables, charts, graphs).

Met

Use folders to manage collected information.

Discuss and present research results informally (e.g., orally, e-mail, draft).

Exceeds

Cite research sources following a prescribed format.

Formally present research results.

Indicator F. Technology to Promote Lifelong Learning.

Students use technology to support personal, community and workplace productivity.

Subtopic 1: Design and implement a personal learning plan that incorporates and utilizes technology

Beginning

Demonstrate awareness of the need to stay current with innovations in technology

Approaching

Discuss the influence and effects of innovations in technology on contemporary life.

Set personal educational goals incorporating technology

Met

Explore technology based educational opportunities including distance education and other technological developments

Develop a plan for lifelong learning incorporating technology

Exceeds

Evaluate technology based educational options including distance education and other

technological developments for lifelong learning

Review/ revise learning plan based upon personal goals and changing technology

Subtopic 2: Recognize the capabilities, potential, and limitations of applying technology to real world situations

Beginning

Identify common uses of technology in daily life (e.g., ATMs, gas pumps, grocery store scanners)

Approaching

List the advantages and disadvantages technology provides

Use technology resources for directed learning activities

Met

Analyze the advantages and disadvantages of widespread reliance on technology in the workplace and in society

Use technology resources to assist in making informed decisions

Exceeds

Evaluate the advantages and disadvantages of widespread reliance on technology in the workplace and in society

Predict possible advances in technology

Use technology resources for independent learning activities (e.g., to solve real world problems)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K 1 Identify your interests, likes, and dislikes.
- PS1.A 1 Demonstrate behavior and decisions that reflect your interests, likes and dislikes.
- PS1.R 1 Assess how your interests and preferences are reflected in your career goals.
- PS1.K 2 Identify your abilities, strengths, skills, and talents.
- PS1.A 2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.R 2 Assess the impact of your abilities, strengths, skills, and talents on your career development.
- PS1.K 3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.A 3 Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.R 3 Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.
- PS1.K 4 Identify your work values/needs.
- PS1.A 4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.R 4 Assess how your work values/needs are reflected in your career goals.
- PS1.K 5 Describe aspects of your self-concept.
- PS1.A 5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.R 5 Analyze the positive and negative aspects of your self-concept.
- PS1.K 6 Identify behaviors and experiences that help to build and maintain a positive self-concept.
- PS1.A 6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.
- PS1.R 6 Evaluate the affect of your behaviors and experiences on building and maintaining a positive self-concept.
- PS1.K 7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.
- PS1.A 7 Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept.
- PS1.R 7 Evaluate the affect of situations, attitudes, and the behaviors of others on your self-concept.
- PS1.K 8 Recognize that your behaviors and attitudes affect the self-concept of others.
- PS1.A 8 Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.
- PS1.R 8 Analyze how your behaviors and attitudes might affect the self-concept of others.
- PS1.K 9 Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.
- PS1.A 9 Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.
- PS1.R 9 Assess how your self-concept affects your educational achievement (performance) and/or success at work.

PS1.K 10 Recognize that educational achievement (performance) and/or success at work can affect your self-concept.

PS1.A 10 Give personal examples of how educational achievement (performance) and/or success at work affected your self-concept.

PS1.R 10 Assess how your educational achievement (performance) and/or success at work affect your self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1 Identify effective communication skills.

PS2.A 1 Demonstrate effective communication skills.

PS2.R 1 Evaluate your use of effective communication skills.

PS2.K 2 Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.R 2 Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.K 3 Identify positive social skills (e.g., good manners and showing gratitude).

PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.R 3 Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others.

PS2.K 4 Identify ways to get along well with others and work effectively with them in groups.

PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.R 4 Evaluate your ability to work effectively with others in groups.

PS2.K 5 Describe conflict resolution skills.

PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.

PS2.R 5 Analyze the success of your conflict resolution skills.

PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.A 6 Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations.

PS2.R 6 Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.

PS2.K 7 Identify sources of outside pressure that affect you.

PS2.A 7 Demonstrate the ability to handle outside pressure on you.

PS2.R 7 Analyze the impact of outside pressure on your behavior.

PS2.K 8 Recognize that you should accept responsibility for your behavior.

PS2.A 8 Demonstrate that you accept responsibility for your behavior.

PS2.R 8 Assess the degree to which you accept personal responsibility for your behavior.

PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

PS2.A 9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

- PS2.R 9 Assess how you show respect for all kinds of human diversity.
- PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.R 10 Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement.
- PS2.K1 1 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.
- PS2.A1 1 Explain how the ability to interact positively with diverse groups of people is often essential to maintain employment.
- PS2.R1 1 Analyze the impact of your ability to interact positively with diverse groups of people on your employment.

Goal PS3: Integrate personal growth and change into your career development.

- PS3.K 1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
- PS3.A 1 Give examples of how you have grown and changed (e.g., physically, emotionally, socially, and intellectually).
- PS3.R 1 Analyze the results of your growth and changes throughout life to determine areas of growth for the future.
- PS3.K 2 Identify good health habits (e.g., good nutrition and constructive ways to manage stress).
- PS3.A 2 Demonstrate how you have adopted good health habits.
- PS3.R 2 Assess the impact of your health habits on your career development.
- PS3.K 3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.A 3 Give examples of how your personal motivations and aspirations have changed with time and circumstances.
- PS3.R 3 Assess how changes in your motivations and aspirations over time have affected your career development.
- PS3.K 4 Recognize that external events often cause life changes.
- PS3.A 4 Give examples of external events that have caused life changes for you.
- PS3.R 4 Assess your strategies for managing life changes caused by external events.
- PS3.K 5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.
- PS3.A 5 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people.
- PS3.R 5 Assess the effectiveness of your strategies for getting assistance (e.g., with problems at school or work) from appropriate resources including other people.
- PS3.K 6 Recognize the importance of adaptability and flexibility when initiating or responding to change.
- PS3.A 6 Demonstrate adaptability and flexibility when initiating or responding to change.
- PS3.R 6 Analyze how effectively you respond to change and/or initiate change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

- PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community,

- learner, family, and work roles).
- PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
 - PS4.R 1 Assess the impact of your life roles on career goals.
 - PS4.K 2 Recognize that you must balance life roles and that there are many ways to do it.
 - PS4.A 2 Show how you are balancing your life roles.
 - PS4.R 2 Analyze how specific life role changes would affect the attainment of your career goals.
 - PS4.K 3 Describe the concept of lifestyle.
 - PS4.A 3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
 - PS4.R 3 Analyze how specific lifestyle changes would affect the attainment of your career goals.
 - PS4.K 4 Recognize that your life roles and your lifestyle are connected.
 - PS4.A 4 Show how your life roles and your lifestyle are connected.
 - PS4.R 4 Assess how changes in your life roles would affect your lifestyle.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.A 1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
- ED1.R 1 Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.
- ED1.K 2 Identify strategies for improving educational achievement and performance.
- ED1.A 2 Demonstrate strategies you are using to improve educational achievement and performance.
- ED1.R 2 Analyze your educational achievement and performance strategies to create a plan for growth and improvement.
- ED1.K 3 Describe study skills and learning habits that promote educational achievement and performance.
- ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
- ED1.R 3 Evaluate your study skills and learning habits to develop a plan for improving them.
- ED1.K 4 Identify your learning style.
- ED1.A 4 Show how you are using learning style information to improve educational achievement and performance.
- ED1.R 4 Analyze your learning style to develop behaviors to maximize educational achievement and performance.
- ED1.K 5 Describe the importance of having a plan to improve educational achievement and performance.
- ED1.A 5 Show that you have a plan to improve educational achievement and performance.

- ED1.R 5 Evaluate the results of your plan for improving educational achievement and performance.
- ED1.K 6 Describe how personal attitudes and behaviors can impact educational achievement and performance.
- ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.
- ED1.R 6 Assess how well your attitudes and behaviors promote educational achievement and performance.
- ED1.K 7 Recognize that your educational achievement and performance can lead to many workplace options.
- ED1.A 7 Show how your educational achievement and performance can expand your workplace options.
- ED1.R 7 Assess how well your educational achievement and performance will transfer to the workplace.
- ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.
- ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.
- ED1.R 8 Assess your ability to acquire and use information in order to improve educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- ED2.K 1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
- ED2.A 1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
- ED2.R 1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.
- ED2.K 2 Recognize that viewing yourself as a learner affects your identity.
- ED2.A 2 Show how being a learner affects your identity.
- ED2.R 2 Analyze how specific learning experiences have affected your identity.
- ED2.K 3 Recognize the importance of being an independent learner and taking responsibility for your learning.
- ED2.A 3 Demonstrate that you are an independent learner.
- ED2.R 3 Assess how well you function as an independent learner.
- ED2.K 4 Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
- ED2.A 4 Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).
- ED2.R 4 Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
- ED2.K 5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).
- ED2.A 5 Show how you are preparing to participate in ongoing learning experiences

- (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).
- ED2.R 5 Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals.
 - ED2.K 6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).
 - ED2.A 6 Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy.
 - ED2.R 6 Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.
 - ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.
 - ED2.A 7 Demonstrate participation in informal learning experiences.
 - ED2.R 7 Assess, throughout your life, how well you integrate both formal and informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

- CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.
- CM1.A 1 Give examples of how you use career-planning strategies to attain your career goals.
- CM1.R 1 Assess how well your career planning strategies facilitate reaching your career goals.
- CM1.K 2 Describe how to develop a career plan (e.g., steps and content).
- CM1.A 2 Develop a career plan to meet your career goals.
- CM1.R 2 Analyze your career plan and make adjustments to reflect ongoing career management needs.
- CM1.K 3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
- CM1.A 3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
- CM1.R 3 Re-examine your career goals and adjust as needed.
- CM1.K 4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
- CM1.A 4 Demonstrate career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
- CM1.R 4 Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
- CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.
- CM1.A 5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.
- CM1.R 5 Evaluate how well you integrate changes in you and the world of work into your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

- CM2.K 1 Describe your decision- making style (e.g., risk taker, cautious).
- CM2.A 1 Give examples of past decisions that demonstrate your decision-making style.
- CM2.R 1 Evaluate the effectiveness of your decision-making style.
- CM2.K 2 Identify the steps in one model of decision-making.
- CM2.A 2 Demonstrate the use of a decision-making model.
- CM2.R 2 Assess what decision-making model(s) work best for you.
- CM2.K 3 Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.
- CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
- CM2.R 3 Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.
- CM2.K 4 Identify alternative options and potential consequences for a specific decision.
- CM2.A 4 Show how exploring options affected a decision you made.
- CM2.R 4 Assess how well you explore options when making decisions.
- CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
- CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
- CM2.R 5 Evaluate the affect of personal priorities, culture, beliefs, and work values in your decision-making.
- CM2.K 6 Describe how education, work, and family experiences might impact your decisions.
- CM2.A 6 Give specific examples of how your education, work, and family experiences have influenced your decisions.
- CM2.R 6 Assess the impact of your education, work, and family experiences on decisions.
- CM2.K 7 Describe how biases and stereotypes can limit decisions.
- CM2.A 7 Give specific examples of how biases and stereotypes affected your decisions.
- CM2.R 7 Analyze the ways you could manage biases and stereotypes when making decisions.
- CM2.K 8 Recognize that chance can play a role in decision-making.
- CM2.A 8 Give examples of times when chance played a role in your decision-making.
- CM2.R 8 Evaluate the impact of chance on past decisions.
- CM2.K 9 Recognize that decision-making often involves compromise.
- CM2.A 9 Give examples of compromises you might have to make in career decision-making.
- CM2.R 9 Analyze the effectiveness of your approach to making compromises.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

- CM3.K 1 Describe the importance of career information to your career planning.
- CM3.A 1 Show how career information has been important in your plans and how it can be used in future plans.
- CM3.R 1 Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.
- CM3.K 2 Recognize that career information includes occupational, education and training,

employment, and economic information and that there is a range of career information resources available.

CM3.A 2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.R 2 Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.

CM3.K 3 Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).

CM3.A 3 Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate.

CM3.R 3 Judge the quality of the career information resources you plan to use in terms of accuracy, bias, and how up-to-date and complete it is.

CM3.K 4 Identify several ways to classify occupations.

CM3.A 4 Give examples of how occupational classification systems can be used in career planning.

CM3.R 4 Assess which occupational classification system is most helpful to your career planning.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A 5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

CM3.R 5 Assess your openness to considering non-traditional occupations in your career management.

CM3.K 6 Identify the advantages and disadvantages of being employed in a non-traditional occupation.

CM3.A 6 Make decisions for yourself about being employed in a non-traditional occupation.

CM3.R 6 Assess the impact of your decisions about being employed in a non-traditional occupation.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R 1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 2 Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A 2 Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.R 2 Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

- CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
- CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.R 3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.K 4 Recognize that many skills are transferable from one occupation to another.
- CM4.A 4 Show how your skills are transferable from one occupation to another.
- CM4.R 4 Analyze the impact of your transferable skills on your career options.
- CM4.K 5 Recognize that your geographic mobility impacts on your employability.
- CM4.A 5 Make decisions for yourself regarding geographic mobility.
- CM4.R 5 Analyze the impact of your decisions about geographic mobility on your career goals.
- CM4.K 6 Identify the advantages and challenges of self-employment.
- CM4.A 6 Make decisions for yourself about self-employment.
- CM4.R 6 Assess the impact of your decision regarding self-employment on career goals.
- CM4.K 7 Identify ways to be proactive in marketing yourself for a job.
- CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.
- CM4.R 7 Evaluate how well you have marketed yourself in the workplace.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

- CM5.K 1 Identify societal needs that affect your career plans.
- CM5.A 1 Show how you are prepared to respond to changing societal needs in your career management.
- CM5.R 1 Evaluate the results of your career management relative to changing societal needs.
- CM5.K 2 Identify economic conditions that affect your career plans.
- CM5.A 2 Show how you are prepared to respond to changing economic conditions in your career management.
- CM5.R 2 Evaluate the results of your career management relative to changing economic conditions.
- CM5.K 3 Identify employment trends that affect your career plans.
- CM5.A 3 Show how you are prepared to respond to changing employment trends in your career management.
- CM5.R 3 Evaluate the results of your career management relative to changes in employment trends.

K – Knowledge Application
 A – Application
 R – Reflection

American School Counselor Association National Standards for School Counseling

I. ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Student Competencies

Improve academic self-concept—Students will:

- articulate feelings of competence and confidence as learners
- display a positive interest in learning
- take pride in work and in achievement
- accept mistakes as essential to the learning process
- identify attitudes and behaviors which lead to successful learning

Acquire skills for improving learning—Students will:

- apply time management and task management skills
- demonstrate how effort and persistence positively affect learning
- use communication skills to know when and how to ask for help when needed
- apply knowledge of learning styles to positively influence school performance

Achieve school success—Students will:

- take responsibility for their actions
- demonstrate the ability to work independently as well as the ability to work cooperatively with other students
- develop a broad range of interests and abilities
- demonstrate dependability, productivity, and initiative
- share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Student Competencies

Improve learning—Students will:

- demonstrate the motivation to achieve individual potential
- learn and apply critical thinking skills
- apply the study skills necessary for academic success at each level
- seek information and support from faculty, staff, family, and peers
- organize and apply academic information from a variety of sources

- use knowledge of learning styles to positively influence school performance

- become self-directed and independent learners

Plan to achieve goals—Students will:

- establish challenging academic goals in elementary, middle/junior high, and high school
- use assessment results in educational planning
- develop and implement an annual plan of study to maximize academic ability and achievement
- apply knowledge of aptitudes and interest to goal setting
- use problem-solving and decision-making skills to assess progress toward educational goals
- understand the relationship between classroom performance and success in school
- identify post-secondary options consistent with interests, achievement, aptitude, and abilities

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.

Student Competencies

Relate school to life experiences—Students will:

- demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- seek co-curricular and community experiences to enhance the school experience
- understand the relationship between learning and work
- demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- understand that school success is the preparation to make the transition from student to community member
- understand how school success and academic achievement enhance future career and avocational opportunities

II. CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Student Competencies

Develop career awareness—Student will:

- develop skills to locate, evaluate, and interpret career information
- learn about the variety of traditional and non-traditional occupations
- develop an awareness of personal abilities, skills, interests, and motivations
- learn how to interact and work cooperatively in teams
- learn to make decisions
- learn how to set goals

- understand the importance of planning
- pursue and develop competency in areas of interest
- develop avocational interests
- learn to balance work and leisure time

Develop employment readiness—Students will:

- acquire employability skills such as working on a team, problem solving, and organizational skills
- apply job readiness skills to seek employment opportunities
- demonstrate knowledge about the changing workplace
- learn about the rights and responsibilities of employers and employees
- learn to respect individual uniqueness in the workplace
- learn how to write a resume
- develop a positive attitude toward work and learning
- understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- utilize time and task management skills

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Student Competencies

Acquire career information—Students will:

- apply decision-making skills to career planning, course selection, and career transitions
- identify personal skills, interests, and abilities and relate them to current career choices
- demonstrate knowledge of the career planning process
- know the various ways in which occupations can be classified
- use research and information resources to obtain career information
- learn to use the Internet to access career planning information
- describe traditional and non-traditional occupations and how these relate to career choice
- understand how changing economic and societal needs influence employment trends and future training

Identify career goals—Students will:

- demonstrate awareness of the education and training needed to achieve career goals
- assess and modify their educational plan to support career goals
- use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences
- select coursework that is related to career interest
- maintain a career planning portfolio

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Student Competencies

Acquire knowledge to achieve career goals—Students will:

- understand the relationship between educational achievement and career success
- explain how work can help to achieve personal success and satisfaction
- identify personal preferences and interests that influence career choices and success
- understand that the changing workplace requires lifelong learning and acquiring new skills
- describe the effect of work on lifestyles
- understand the importance of equity and access in career choice
- understand that work is an important and satisfying means of personal expression

Apply skills to achieve career goals—Students will:

- demonstrate how interests, abilities, and achievement relate to personal, social, educational, and career goals
- learn how to use conflict management skills with peers and adults
- learn to work cooperatively with others as a team member
- apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences

III PERSONAL/SOCIAL DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Student Competencies

Acquire self-knowledge—Students will:

- develop a positive attitude toward self as a unique and worthy person
- identify personal values, attitudes, and beliefs
- learn the goal setting process
- understand change as a part of growth
- identify and express feelings
- distinguish between appropriate and inappropriate behaviors
- recognize personal boundaries, rights, and privacy needs
- understand the need for self-control and how to practice it
- demonstrate cooperative behavior in groups
- identify personal strengths and assets
- identify and discuss changing personal and social roles
- identify and recognize changing family roles

Acquire interpersonal skills—Students will:

- recognize that everyone has rights and responsibilities, including family and friends

- respect alternative points of view
- recognize, accept, and appreciate individual differences
- recognize, accept, and appreciate ethnic and cultural diversity
- recognize and respect differences in various family configurations
- use effective communication skills
- know that communication involves speaking, listening, and non-verbal behavior
- learn how to communicate effectively with family
- learn how to make and keep friends

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Student Competencies

Self-knowledge applications—Students will:

- use a decision-making and a problem-solving model
- understand consequences of decisions and choices
- identify alternative solutions to a problem
- develop effective coping skills for dealing with problems
- demonstrate when, where, and how to seek help for solving problems and making decisions
- know how to apply conflict resolution skills
- demonstrate a respect and appreciation for individual and cultural differences
- know when peer pressure is influencing a decision
- identify long- and short-term goals
- identify alternative ways of achieving goals
- use persistence and perseverance in acquiring knowledge and skills
- develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

Student Competencies

Acquire personal safety skills—Students will:

- demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact)
- learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- learn the difference between appropriate and inappropriate physical contact
- demonstrate the ability to assert boundaries, rights, and personal privacy
- differentiate between situations requiring peer support and situations requiring adult professional help
- identify resource people in the school and community and know how to seek their help

- apply effective problem-solving and decision-making skills to make safe and healthy choices
- learn about the emotional and physical dangers of substance use and abuse
- learn how to cope with peer pressure
- learn techniques for managing stress and conflict
- learn coping skills for managing life events

EMPLOYABILITY SKILLS

SCANS

(Secretary's Commission on Achieving Necessary Skills)

I. A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

- A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues
- E. Speaking—organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. Creative Thinking—generates new ideas
- B. Decision Making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving—recognizes problems and devises and implements plan of action
- D. Seeing Things in the Mind's Eye—organizes, and processes symbols, pictures, graphs, objects, and other information
- E. Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. Responsibility—exerts a high level of effort and perseveres towards goal attainment
- B. Self-Esteem—believes in own self-worth and maintains a positive view of self
- C. Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- D. Self-Management—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. Integrity/Honesty—chooses ethical courses of action

II. FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

- A. Time---selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. Material and Facilities—acquires, stores, allocates, and uses materials or space efficiently
- D. Human Resources—assesses skills and distributes work accordingly, evaluates performance, and provides feedback

Interpersonal: Works with others

- A. Participates as Member of a Team—contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers—works to satisfy customers' expectations
- D. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, and responsibly challenges existing procedures and policies
- E. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
- F. Works With Diversity—works well with men and women from diverse backgrounds

Information: Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

Systems: Understands complex inter-relationships

- A. Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them
- B. Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions
- C. Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

- A. Selects Technology—chooses procedures, tools or equipment including computers and related technologies
- B. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies

Real Times, Real Life Game Links to National Career Development Guidelines (2006)

Guideline	Session																		
	Unit I					Unit II						Unit III							
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6	7	8
Personal Social Development Domain																			
PS1: Self-concept	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
PS2: Interpersonal Skills	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
PS3: Personal Growth	●	●	●	●	●			●	●	●	●	●	●		●	●	●	●	●
PS4: Balance of Roles	●	●	●	●	●	●	●		●	●		●	●		●	●	●	●	●
Educational Achievement and Lifelong Learning Domain																			
ED1: Educational Achievement	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ED2: Lifelong Learning	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Career Management Domain																			
CM1: Career Plan	●	●	●	●	●					●	●	●	●		●	●	●	●	●
CM2: Decision Making	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●
CM3: Career Information	●	●	●	●	●	●		●	●	●	●	●	●		●	●	●	●	●
CM4: Employability Skills	●	●	●	●	●	●	●	●	●	●	●	●			●	●	●	●	●
CM5: Employment Trends	●	●	●	●	●			●		●	●					●	●	●	●

Real Times, Real Life Game Links to American School Counselor Association (ASCA) Standards (2006)

Standard	Session																		
	Unit I					Unit II						Unit III							
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6	7	8
I. ACADEMIC DEVELOPMENT																			
Standard A: Effective Learning																			
Improve academic self-concept	●	●	●	●	●	●		●				●	●	●	●	●	●	●	●
Acquire skills for improving learning		●	●	●	●	●					●	●	●	●	●	●	●	●	●
Achieve school success						●					●					●	●	●	●
Standard B: academic preparation																			
Improve learning						●										●	●	●	●
Plan to achieve goals						●			●			●	●	●	●	●	●	●	●
Standard C: Relate Academics to Work, Life, Community																			
Relate school to life experiences	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II. CAREER DEVELOPMENT																			
Standard A: Investigate World of Work																			
Develop career awareness	●	●	●	●	●	●		●	●	●	●					●	●	●	●
Develop employment readiness	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●
Standard B: Achieve future career success																			
Acquire career information	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	
Identify career goals																●	●	●	
Standard C: Relate personal qualities, education, training																			
Acquire knowledge to achieve career goals	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Apply skills to achieve career goals						●	●		●		●	●	●	●	●	●	●	●	●
III. PERSONAL/SOCIAL DEVELOPMENT																			
Standard A: Respect self and others.																			
Acquire self-knowledge	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Acquire interpersonal skills		●	●	●	●	●	●	●		●	●					●	●	●	●
Standard B: Make decisions, set goals																			
Self-knowledge applications	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Standard C: Safety and Survival																			
Acquire personal safety skills	●	●	●	●	●	●	●	●	●	●	●					●	●	●	

Real Times, Real Life Game Links to SCANS Skills (2006)

Skills	Session																		
	Unit I					Unit II						Unit III							
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6	7	8
THREE PART FOUNDATION																			
Basic Skills																			
Reading		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Writing											●					●			
Arithmetic/Mathematics						●	●			●						●			
Listening	●	●	●	●	●	●	●	●	●	●	●					●	●		●
Speaking	●	●	●	●	●	●		●		●	●					●	●		●
Plan to achieve goals																			
Thinking Skills																			
Creative Thinking	●	●	●	●	●	●	●			●						●		●	●
Decision Making		●	●	●	●	●	●		●		●	●	●	●	●	●		●	
Problem Solving		●	●	●			●												
Seeing Things in the Mind’s Eye	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Knowing How to Learn																●	●		
Reasoning								●	●	●	●	●	●	●	●		●		
Personal Qualities																			
Responsibility		●	●	●	●	●	●				●	●	●	●	●	●	●	●	●
Self Esteem	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Sociability	●	●	●	●	●	●	●	●			●					●			●
Self-Management						●	●				●	●	●	●	●	●		●	●
Integrity/Honesty						●	●	●			●	●	●	●	●	●		●	●
FIVE COMPETENCIES																			
Resources																			
Time		●	●	●	●	●	●				●					●		●	
Money						●	●									●			
Material and Facilities		●	●	●	●	●	●									●	●		
Human Resources		●	●	●	●	●	●	●		●	●					●	●	●	●
Interpersonal																			
Participates as Member of a Team		●	●	●	●	●	●	●		●	●					●			●

Exercises Leadership		●	●	●	●														●
Teaches Others New Skills																			
Negotiates						●	●				●								
Serves Clients/customers																			●
Works with Diversity		●	●	●	●	●	●	●		●	●								●
Information																			
Acquires and Evaluates Information	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●
Organizes and Maintains Information		●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●
Interprets and Communicates Information		●	●	●	●	●	●	●		●						●		●	●
Uses Computers to Process Information																●			
Systems																			
Understands Systems	●	●	●	●	●	●	●	●		●	●					●		●	●
Monitors and Corrects Performance																			
Improves or Designs Systems																			
Technology																			
Selects Technology																			
Applies Technology to Task																			
Maintains and Troubleshoots Equipment																			